

Writing as an Opportunity for Critical Thinking

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A study with TEFL majors

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Proyecto curricular Licenciatura en Educación Básica con Énfasis en Inglés

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Note of acceptance

Juror

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Universidad Distrital Francisco José de Caldas Acuerdo 19 de 1988 del Consejo Superior Universitario. Artículo 177. “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en el trabajo”.

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Abstract

Although critical thinking is often taken for granted, there are still many things left to explore about it, because little attention has been given on the pedagogical level to critical thinking in college. In this project, writing tasks organized by cycles are proposed, based on the Approach also known as *writing as a situated social practice*. This paper is devoted to identify the critical thinking processes that emerge when students of English at a university are involved in writing practices. Lastly, it is expected to find some sign of improvements on their critical thinking mental processes based on the findings obtained.

Those before mentioned findings, highlight common difficulties regarding critical thinking issues; issues that were found as well on many other research studies and are expected to show up, such as weakly constructed and substantiated arguments, lack of a clear and sustained line of thought, less-than-careful reading of the instructions, among others.

Key words: Critical thinking, foreign language learning, writing as a situated social practice.

Chapter One: Introduction

There is a great interest in education, in this case English Foreign Language Learning environment to clarify on critical thinking among the wide range of conceptions, due to the necessity to understand the natural relationships between different elements that it involves. (Ennis 1987) argues that critical thinking (hereafter CT) is "a reasoned and reflective thinking, oriented to a decision to believe or do."(p.1-5) Based on that, CT should be an area of focus for teaching because in that way students can feel familiarized with the learning in other skill areas as well as knowledge of different subjects. This skill helps them to develop communicative abilities, and it promotes critical thinking. Moreover, it is clear that writing is not an easy task neither using the mother language nor a second language because it requires a high level on the complexity of thinking process; consequently, explained according to (Hedge, 1988 as cited in Lombana 2002)

"...writing is the most difficult language skill to master in both, the native language (L1) and the second/foreign language (L2). This is so because real effective writing requires that we be aware of a series of aspects essential to conveying: a high degree of accuracy to avoid ambiguity of meaning, the use of complex grammatical devices for focus and emphasis; a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the eventual readers." (p. 44).

Besides the linguistic knowledge, cognitive and sociocultural (discourse and socio-linguistic knowledge) aspects, also influence our capacity to produce good written texts.

In consequence, writing is an opportunity for learning literacy practice. The objective is that students engage, understand and improve working on activities where they can write about their

own experiences using the foreign language learning and the critical thinking to solve some reflections presented.

From the empirical observation at the university made to the students, the process of writing was limited to make a product without having a real context, mainly because it is the kind of activities and preparation provided in the educational institution context. This being proved in preliminary activities, in which at first students had difficulties when they compose. Indeed, it was notorious at the moment of an application of some preliminary activities and the disposition of the students.

Besides, they presented more complications according to the preliminary test, showing among those difficulties noticed, one particular issue is trouble to write hedging texts where they should express themselves in a written form that deals with the text discourse and not merely the writing of isolated words.

Regarding related researchable problems based on literature, it can be said that based on Çavdar & Doe (2012), “traditional writing assignments often fall short in addressing problems in college students’ writing as too often these assignments fail to help students develop critical thinking skills and comprehension of course content.”(p.298) Following the idea, according to a research study by Lombana (2002), “we rarely give much thought to types of writing activities we use in the classroom and pretend to have our students involved in them without considering what underlies these activities.” (p.44) It could be inferred then, that writing process is more than learning a structure; it demands lots of practice and skillful perception to materialize the thoughts on a paper. Writing could be an instrument of improving critical thinking.

Therefore, it is expected that in the findings of this qualitative research, can be found an answer to the question of what characterization does critical thinking take when college students of a language program write about contextualized issues. In this way, perhaps in future researches could establish an effective strategy based on writing practices, which allow teachers and students to achieve more satisfactory thoughts.

Problem Statement

As mentioned previously, the group showed certain difficulties to express themselves through writing when they were requested to do so; this can be linked to a critical thinking issue, reminding this quote of the science writer Royer Lewin (1974) "too often we give children answers to remember rather than problems to solve." (p.56). that idea exemplifies one of the issues of CT related to the production of thoughts going beyond memory.

Background

This project takes place at a university in Bogotá, Colombia, and the participants are students of an academic space of English from third semester who voluntarily wanted to participate to improve their critical thinking skills through writing.

As mentioned before, the diagnostic test (Figure 1) reflected that there are few problems about syntax when students fill in the gaps of a worksheet. In addition, it can be seen that they have a nice development of activities that do not involve higher order level thinking (henceforth HOTS) neither writing itself. As a result of this, the research inquiry gets narrower.

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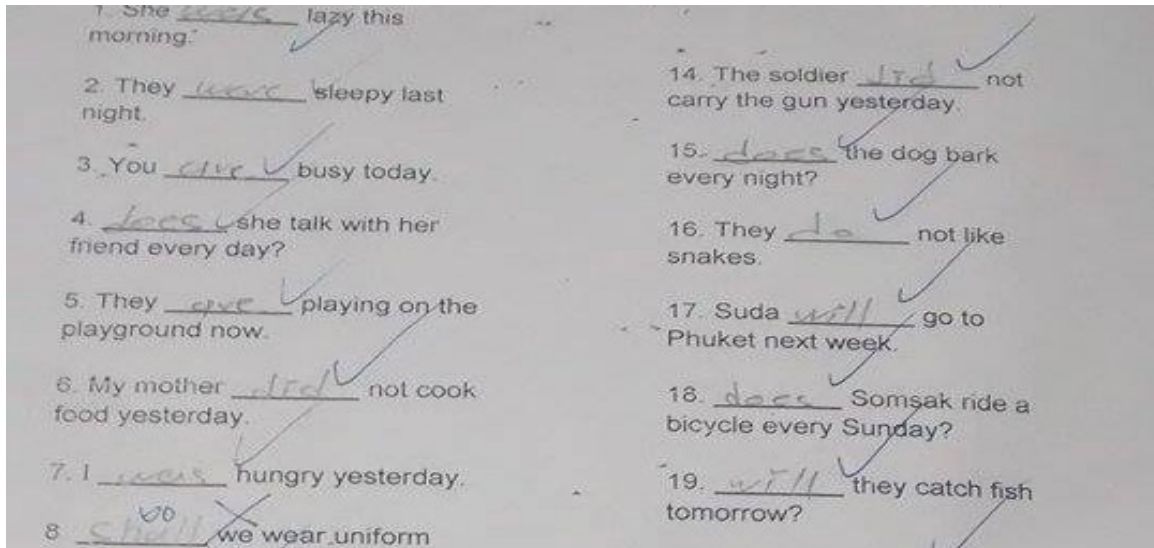


Figure 1: Student's work.

On the other hand, students present more difficulties to write hedging texts in which they should express themselves in a certain form that deals with the text discourse and not merely the writing of isolated words or ideas (Figure 2).

"I like the smell of the rice, but when it burn I don't like it at all (.) ... I was very angry with a guy that was talking to my girlfriend because he wanted to kiss her and I just decided to punch him (.)"

Figure 2: Transcription. Source: Student's work.

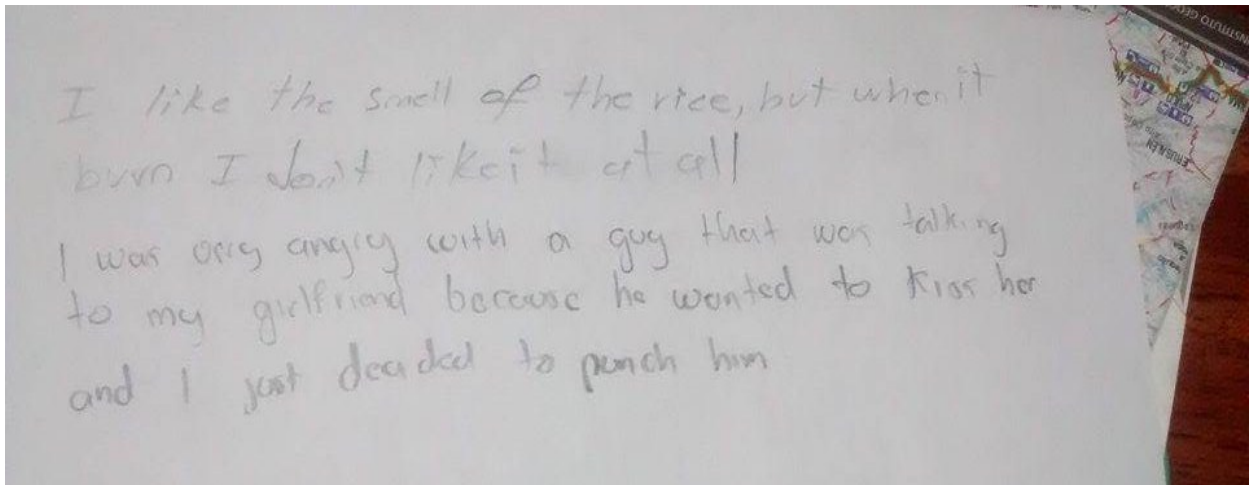


Figure 2.1: Student's work.

It seems evident in Figure 2 that according with Chartrand (2011), CT works in a RED model (Figure 3), and some participants just recognize assumptions but do not evaluate arguments and draw conclusions in a superficial way, thus, in comparison being far from the scheme of the model. .

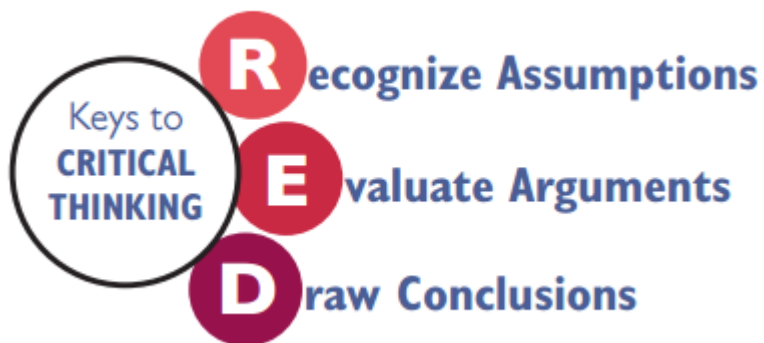


Figure 3: RED model. Source: Chartrand, J. (2011).

In consequence, the following research questions and objectives are proposed:

General Research Question

- What characterization does critical thinking take when college students of a language program write about socially contextualized issues?

Sub-Questions:

- What critical thinking processes emerge when students of a third semester class of English at a public university are involved in writing practices?
- What happens if critical thinking tasks are introduced to intermediate English level college students?

Research Objectives

- Identify critical thinking processes through writing practices, among the diverse critical thinking sub categories such as remembering or analyzing.
- Describe the processes that arise within the development of such practices, showing them in a visual support or written form during the data analysis stage.

Chapter Two: Literature Review

This chapter presents the concepts of critical thinking (hence: CT), writing as a situated social practice and foreign language learning focused on writing. There are also shared the theoretical perspectives and mention of research studies projects connected to each construct. It will also be acknowledged the relationship between the constructs and the project.

Critical Thinking

The first section presents CT with regards to this concept, two main activity perspectives which are “ongoing activity” and “intellectual activity.” Those perspectives attributable to Canagarajah, (2002), who states that CT is seen as an “ongoing activity” (p. 101); in the same line of argument, Beyer (1995), claims that “student writers are expected to attain the ability to think critically as they go through process-oriented activity” (p. 8), thus, supporting the assumption proposed for this paper, that in conventional methodologies of teaching it is taken for granted the possibility of learners reaching critical thinking through course books and similar.

On the other hand, Mirseitova (2006) claims that: “the critical thinking is a kind of intellectual activity of the person which is characterized by high level of perception, understanding, and objectivity of the approach to surrounding information field.”(p. 119). So, CT is triggered at the moment a problem or issue turns up; as an example, in this way of thinking, Rittel and Webber (1973) “proposed that solving ill-structured problems involves debate, negotiation, and conflict, and therefore the central intellectual activity in solving ill-structured problems is argumentation.” (p. 158). Consequently, the following section is devoted to different conceptions that had allowed a path or approach to aboard the research of CT in L2 learning.

Then, CT is seen as an “ongoing activity” (p. 101) as suggested by Canagarajah (2002). In addition to this, it is also proposed that CT involves some other characteristics that encompass the processes during the implementation of CT itself, this supported by Kurland (2000), who maintains that:

“Open-mindedness as another important dimension of critical thinking. Being open minded requires that a critical thinker adopt the following characteristics, as to: (1) evaluate all reasonable inferences; (2) consider a variety of possible viewpoints or perspectives; (3) remain open to alternative interpretations; (4) accept a new explanation, model, or paradigm because it explains the evidence better, is simpler, or has fewer inconsistencies or covers more data; and (5) accept new priorities in response to a reevaluation of the evidence or reassessment of our real interests.”(p. 42)

The literature on critical thinking so far has shown its roots in two primary academic disciplines: philosophy and psychology in accordance with Lewis & Smith, (1993). Sternberg (1986) has also distinguished a third critical thinking thread within the field of education. These separate academic threads have developed different approaches to defining critical thinking that redirect their respective concerns.

First, it is necessary to clarify that the philosophical approach has traditionally focused on the application of formal rules of logic (Lewis & Smith, 1993; Sternberg, 1986). On this line of thought, Richard Paul (1992) discusses critical thinking in the context of “perfections of thought” (p. 9). As it is a characteristic in most of the philosophical discussions, a utopic conceptualization, in this case for a mental process.

Thus, it is agreeable that one limitation of this approach to defining critical thinking is that it does not always correspond to reality (Sternberg, 1986). By stressing the ideal critical thinker and what people have the capacity to do; this approach may have less to contribute to discussions about how people think.

Second, the cognitive psychological approach differs with the philosophical perspective based on two tendencies. The first one is that rather than giving significance to critical thinking by pointing to characteristics of the ideal critical thinker or enumerating criteria or standards of good thought, those working in cognitive psychology tend to define critical thinking by the types of behaviors or actions that critical thinkers can do. The second is that cognitive psychologists tend to center on how people truly think against how they should or could think under ideal circumstances (Sternberg, 1986).

One example of this line of thought described above is the following consistent with Sternberg (1986): “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts”, (p. 3).

Third, the educational approach can be seen as if it relies on a benefit; the benefit of the educational approach is that it is based on years of classroom experience and observations of student learning, unlike both the philosophical and the psychological traditions (Sternberg, 1986).

Interestingly, this line of thought is represented by Bloom and his associates. They are included under this category. Their taxonomy for information handling skills (1956) is one of the most widely cited sources for educational practitioners when it comes to teaching and assessing higher-order thinking skills. Bloom’s taxonomy is hierarchical, with “comprehension” at the bottom and “evaluation” at the top.

However, some have noted that the educational approach is limited in its vagueness. Concepts within the taxonomy lack the clarity necessary to guide instruction and assessment in a useful way (Ennis, 1985; Sternberg, 1986). In other words, it is not perfect but revising them all none of them is; however, this research will rely on the educational approach and Bloom's Taxonomy from 2001, because it is considered as the one that most accurately depicts the categories within in a very detailed way.

Besides, current studies make a connection between CT on the education field and its implications, for instance Hamilton and Klebba (2011), presume that

“experiential learning represents a viable and practical approach to enhance critical thinking skills in ...education. Analysis of the structure and content dimensions of experiential learning offers insights into the specific attributes of a given experiential technique that can directly influence student learning.” (p. 6).

Also, Hamilton and Klebba (2011), could have explored a “selective incorporation of ... elements into experiential activities provide a means to foster a specified range of cognitive processes and knowledge level, a foundation of critical thinking skills.”(p. 7). It is quite important to mention that critical thinking is a very significant field of research on education, for that reason; there are sundry studies on a diverse variety of education types.

For example, there was one developed in a political science classroom, pupils' poor writing skills are revealed in a number of ways. These include such problems as 1. Weakly constructed and substantiated arguments 2. Less-than-careful reading of the instructions 3. Lack of precision 4. Lack of a clear and sustained line of thought 5. Difficulty with utilizing evidence to substantiate or challenge an argument.

As it can be supported, CT is associated to a bunch of aspects present inside the classroom by students and usually analyzed by teachers. In words of (Fisher 2001 as cited in Çavdar & Doe 2012), “critical thinking involves a set of strategies to help students develop reflective analysis and evaluation of interpretations or explanations, including one’s own, to decide what to believe or what to do.” (p. 298)

As an example, on the mentioned study, Gamze, Ç. and Doe, S. (2012), point out that the linked writing assignment takes into account the learning needs of students; it builds incentive for students to attend to instructors’ feedback; and it provides opportunity for correction and refinement of ideas and their presentation.

Another research, by Twibell, Ryan, & Hermiz (2005), aimed to find out the perception of critical thinking that was taught in medicine schools, one of the conclusions they reached on the research was the following:

“The current health care environment reflects societal patterns of constant change and complexity. The rapid growth of knowledge and technology related to health and illness calls for nurses who are able to solve problems and make crucial decisions in clinical situations. Nurse Educators must address the challenge of preparing nurses who can think critically (Jacobs, Ott, Sullivan, Ulrich, & Short, 1997; Sedlak, 1997).”(p. 21)

Afterwards, a very profound research development, the results of Twibell, Ryan, & Hermiz (2005) study, indicate that:

“Findings focus on two domain analyses that describe the nature of critical thinking and strategies to effectively teach it. Faculty members conceptualized critical thinking as “putting it all together” through information seeking, reflecting, assigning meaning,

problem solving, predicting, planning, and applying information. Faculty members perceived that they teach critical thinking through a number of approaches that include asking questions, reviewing written products, conducting clinical conferences, and evaluating student journals. The findings of this study have implications for faculty who seek a clearer definition of critical thinking in nursing and a rich description of strategies to teach this skill.”(p.71)

Based on that idea, it can be established that critical thinking can be also teachable and the definition in certain ways is pretty similar to others mentioned by different authors, which is quite interesting, because it can be a kind of generalizable issue.

Writing as a Situated Social Practice

In an attempt to clarify the reason to use writing practices for this study, it is attention-grabbing what Lillis (2001) proposes as cited in Chala & Chapetón (2013) “writing is described as socio-situated practice which connects language to what socially situated individuals do both at the broader level of culture and in specific situations.” (p. 27)

In regards to that, it is notorious the fact that through writing people is connected to particular or specific voices of the society, or in other words as Chala & Chapetón (2013) suggest, “... this highlights the idea that writing links us to our cultural, social, situated contexts.” (p. 27)

This study carried on by Chala & Chapetón (2013) follows the idea according to Baynham (1995) taking this conception as follows:

“...to understand writing as situated social practice, it is important to consider various aspects: the subjectivity of the writer, the writing process, the purpose and audience, the text

as product, the power of the written genre of which the text is an exemplar, and the source or legitimacy of that power.”(p.27)

Those are essential characteristics or aspects to consider the reason of why writing is a situated social practice, as well as the idea of the linguistics approach, saying that good writing is mastering linguistics and coding the writers' ideas for a reader to interpret them; and why this perspective is used for this study.

After having clear what it is understood as for writing as situated social practice, it is important also to know the situations in which this can be conceived, as expressed by Ramírez (2007) as cited in (Chala & Chapetón 2013) saying: “Writing is social because it takes place within a social realm. It arises from the writer's need to communicate, learn, or express.” (p.27)

Considering then, that embracing this socio-situated perspective on doing writing may permit students as writers to connect with some situated, social, and cultural contexts and go beyond the formal and linguistic aspects implicit in this literacy practice to adopt it in a more meaningful, dialogical, and purposeful way.

As an example of the overview for this specific concept and the reason for implementing it, there was a discussion on a study which showed the needs for exploring with this approach; (Chala & Chapetón 2012) offer a close analysis to the “study carried out by Viáfara (2008), conducted in a writing course”.(p.27)

The analysis continues with Viafara explaining that “... found (that) teachers placed excessive emphasis on ... mistakes, grammatical training was the core of writing practices ... and teaching methods were outdated. ... (this) turned writing practices into a process of fear, doubt, and boredom.” (p.27) Then it can be seen that practically, the proposition made on the definition is

coherent and viable; this example allowed the interpretation of a way or opportunity to try to avoid the typical concept of writing as a mere linguistic process, but offers the vision to go further.

Furthermore, Kucer and Silva (2006) argue about an approach that integrates what they consider the four dimensions of literacy: cognitive, linguistic, sociocultural, and developmental. For Kucer and Silva (2006), the cognitive dimension involves the "discovery, construction, and sharing of meaning" through strategies that transcend language, which is the "vehicle through which meanings are shared" (p. 3-4). Beyond individual acts of meaning-making, these events simultaneously have sociocultural dimensions, and while each dimension influences the others, the developmental dimension, i.e., users' current limits and incipient opportunities for learning, overshadows the others.

Finally, and to relate this to the population group of the present paper, some of the things to highlight are that most of the time, these students write just to do what they have to do, there are few exceptions, but based on the evidence gathered, it can be a support for this fact; another thing is that there are not many possibilities to develop this kind of activities with topics different from the academic tasks, which in certain ways, probably would help to enrich the CT on the students as well.

As to conclude, it is showed that every single concept is related and linked, for instance, the use of graphic organizers as a tool for students to express themselves about topics that really allow them to express their own voices or thoughts, in a social situated context and on the other hand, will make it possible to categorize those thoughts and other visualizations that might be present at the end of the activities; so in this way, it is built a string of ideas and perspectives that allowed to establish a possible trail to follow.

L2 Focused on Writing

Next, the start is by introducing the following concept that comes from foreign language learning focused on writing, producing a bigger concept that is L2 learning. In other words, L2 learning occurs through writing in this case.

Thus, to illustrate this idea, it is presented a brief description of the research by Leal (2015); he “describes the course and discusses how children’s literature can be used to improve students’ linguistic, cognitive, and socio-emotional skills. Both the teacher’s and students’ perceptions and attitudes towards the use of children’s literature in such a context are addressed.” (p. 207). This means a different population but similar approach towards the participants.

So, it is agreed with Leal when he concludes that, “with adults in the L2 classroom, children’s literature can be used as a model for student writing, can engage students in critical thinking, and can be a springboard for meaningful discussions and creative composition.”(p. 199). Finally, Leal provides suggestions of how language teachers can integrate reading and writing instruction, as well as critical thinking, using children’s literature with adults in L2 classrooms.

Furthermore, Barnawi (2011), states that “critical thinking in L2 writing is defined as an ability to analyze facts, produce and organize ideas, maintain opinions, make comparisons, judge arguments, and solve problems by the use of existing information, previous knowledge, experience, and world knowledge when writing.”(p. 193). To put it simpler, the whole bunch of procedures that are being active when the student has to write or in this case CT. Equally important in the same line of argument is the concept taken from Stapleton (2002), of Self-voice: “The voice of the individual is a reflection of multiple voices.”(p. 178)

As an example, it can be discussed about the research made by Leggette, Rutherford, & Dunsford (2015), as it is explained, the purpose of this study was to use a mixed-method research design to develop a model to augment CT and create knowledge through writing in the social sciences of agriculture. One research question and two objectives guided this study: “what writing elements contribute to a model of writing ... (also) Synthesize data previously collected using a review of literature, stakeholder interviews and a Q sort. ... Develop a model of writing that augments critical thinking and creates knowledge.” (p. 251).

Thus, the results suggest that the conceptual model to augment critical thinking and create knowledge through writing in the agricultural social sciences introduced here postulates that learners in the agricultural social sciences develop critical thinking skills and learn through writing if certain elements are present.

Then as an example, it is possible to state that according to Chen (2006), based on his research maintains that “literature can serve both purposes: as input, it presents authentic language communication to students; as output, it can serve as a prompt and stimulate students to discuss, share, and write.”(p. 213) this meaning that the written product has a functionality or use very important in the academic field in relation to the learning process.

Moreover, Yukawa (2006), helps to narrow down the research, regarding possible strategies that are related to the use of writing, and giving the purpose or a role to writing when affirms that “The narrative serves three functions in this study: (1) an analytical tool for understanding and tracing how learning transformations occur; (2) a reification of experience that was used by participants in reflection and co-reflection; and (3) an indicator of the affective qualities of a communicator’s message or state of understanding.”(p. 215)

Similarly, Bruner (1996) claims that “narrative analysis is a theoretically coherent means of studying learning as a complex, multidimensional process shaped by individual uniqueness and social context. Individuals and groups use stories for thinking and making meaning.” (p.87) thus, wrapping up the purpose of this paper and what Yukawa said before on his explanation about the function of narratives or written products.

Chapter Three: Instructional Design

This chapter is divided into four (4) sections. The first section is devoted to the setting where is described the location of the institution, plus its mission and vision; the second section is about population which defines the quantity of participants on this project; moving on third section is about curriculum platform composed by the vision of curriculum, the theory of teaching, the theory of learning and the theory of language learning. At last on this chapter, innovate pedagogical intervention, which deals with the steps of writing process approach, its aim is to aid the identification of the skills that emerge; also the lesson plan chart which is the graphic organization of the activities in cycles.

Setting.

This research took place on a public university named Universidad Distrital Francisco José de Caldas located downtown in Bogotá, grounded on the mission and vision as follows:

Misión: "... es la democratización del acceso al conocimiento para garantizar, a nombre de la sociedad y con participación de Estado, el derecho social a una Educación Superior con criterio de excelencia, equidad y competitividad mediante la generación y difusión de saberes y conocimientos con autonomía y vocación hacia el desarrollo sociocultural para contribuir fundamentalmente al progreso de la Ciudad – Región de Bogotá y el país."

Visión: "...en su condición de Universidad autónoma y estatal del Distrito Capital, será reconocida nacional e internacionalmente por su excelencia en la construcción de saberes, conocimientos e investigación de alto impacto para la solución de los problemas del desarrollo humano y transformación sociocultural, mediante el fortalecimiento y la articulación dinámica,

propositiva y pertinente de sus funciones universitarias en el marco de una gestión participativa, transparente y competitiva.”

Population.

For this project the participants were 16 undergraduate students, from which 5 of them handworks are the core for this paper.

Curriculum Platform.

The vision of the curriculum for this papers was taken from the curricular vision from the university program to which participants pertained; it goes as follows: “El Proyecto Curricular de Licenciatura en Educación Básica con énfasis en Inglés permanentemente involucrado en el proceso de mejoramiento de la calidad del servicio educativo propicia innovaciones sistemáticas en el campo investigativo, de extensión y de docencia con impacto a nivel nacional e internacional de acuerdo con la propia visión de la Universidad.” On this line of thought, that can be related to this paper thorough the vision before mentioned, because it was thought to offer a space to innovate in different forms of learning and contribute to their personal and intellectual development.

The Theory of Teaching

English language teachers who use a writing process approach tend to follow these general steps, which are the engage stage, study stage and the activate stage. During the engage stage, the point (activities) in a teaching sequence is where teachers try to arouse learners’ interest by involving their emotions. Some activities are games, music, challenging discussions, stimulating pictures, dramatic stories, and anecdotes. Through the study stage, the point (activities) in a teaching sequence is where teachers help focus learners attention on language/information and

how it is constructed. The range from macro to micro concentrations: Macro E.g.: studying a transcript for spoken style. Micro E.g.: studying a specific verb tense. It includes a variety of study styles: explanations, discovery through evidence, groups, whole-class, pairs, and individual. The focus is the construction of language. During the activate stage, the point (activities) in a teaching sequence is where teachers try to engage learners to use the language as freely and communicatively as possible. The focus is not on construction or practicing specific bits of language, it is for learners to use all and any language appropriate for a given situation. Some activities involving writing are: role-plays, advertisement design, debate, discussions, describe and draw, story and poem writing/reading/telling, and group writing.

Theory of Learning

For this paper it is taken the constructivism as approach due to it simplify learning which is connected to previous knowledge and, therefore, likely to be ongoing. According to Wilson (2003), “constructivist approach to learning involves both the individual’s mental activity and the interaction with the social context a person is dwelling in and intra-mental and inter-mental construction of knowledge go on simultaneously”. Being critical thinking through writing the focus on the present paper; with this approach, students were autonomous and had initiative to do the several activities where they had to be active in solving problems using metacognitive strategies. Watts (1994) argues that this happen in the processes “construction, deconstruction and reconstruction” (p. 52)

Constructivism approach proposed that learning is a behavior changes because of experience. This paper carried out a series of activities that included that the students were involved with their background, related and in that way they remembered and understood certain situations. Then they

analyzed what was understood to apply it. Finally, they evaluated and were able to make written creations.

Theory of Language Learning

In one study made by Homstad & Thorson (1994), they concluded that "... a number of theorists and practitioners in second language instruction are pushing the boundaries of standard language instruction practices by adapting methods familiar to composition studies. (i.e.) ... instructors are stressing the "process" approach to writing using "writing-to-learn" strategies."(par. 2) Thus, it is clear that they take writing on the English Foreign Language field and later give it a value for the learning when they state that writing is often taken "as a support skill, used to reinforce the acquisition of grammar, as in the grammar-translation method, or to support the memorization of language structures." (par. 12)

Afterwards, there are presented some conceptions of how writing is decomposed, so the learning is possible. Firstly, (Merriwether, 1997 cited in Sangamitra & Hameed 2016) states that "writing is a process which involves several identifiable steps" (p. 41) in the same line; (Zamel, 1987 cited in Mirhosseini, 2009) proposes "writing is a complex cognitive behavior and a nonlinear process of discovery." (p. 41)

Secondly, in a deconstructive description of what is the action of writing composed or comprehended by, Jordan (1997) claimed that:

"... process writing evolved as a reaction to the product approach, a process developed by theorists of the sixties and seventies. Writing is the result of a long, laborious, intensely personal process in which writers address several questions ranging from what do I write

about? To who is my audience? To how do I structure my essay? To what sort of language and voice should I use?" (p. 164)

Thirdly, for this description of the writing action process, Goldstein and Carr (1996) argued "process writing refers to a broad range of strategies that include pre-writing activities, such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising. These activities collectively referred to as process-oriented instruction, approach writing as problem- solving."

These lines of thought circle around certain objectives, fundamentals in the development of this kind of activities; one example of the objectives gathered is the following:

First of all, going along with the concept of writing, there are also some writing objectives "the students are able to identify meaning rather than letters or words; the students are able to understand and read the text quickly, and the students are able to read actively." They are in accordance with (Anggraini, 2011). Besides, there are some writing objectives focused on CT which are "assessing critical thinking (writing) skills, essay- critical evaluation of the literature, report- critique on an issue, critical incident analysis-reflective journal writing and assessing peer feedback -seminar presentation." (p. 10) they are based on what was stated by (Bannister, 2002).

Innovative Pedagogical Intervention

The pedagogical approach selected for this research revolves around writing process approach, through which students will have the chance to improve their knowledge. They are going to be asked to read more. Reading becomes important because it is an active skill which involves

inferencing, guessing, predicting etc. It also has, more often than not, a communicative function. Anggraini (2011).

According to Graham Stanley (2003), “the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.” (p.1)

In addition, Vanessa Steele (2004), defines “the process approach as focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing.”(p.1). In this case, writing is not being seen as a situated practice, but this perspective is valuable because it gives the complement to Stanley’s’ viewpoint, implying that a teacher can use some topic as base for a text, but then the students are the ones who express themselves through certain methods, in this plan for instance, argumentative essays.

Talking about the writing practice, there are some stages too; in Figure 4.



Figure 4: Steps of writing process. Source: Own

It is seen how the linear development of the stages gives cohesion and coherence to the writing practice. The figure 4 shows the writing process as a complex activity with steps to follow, starting in Pre-writing and ending with editing in order to check some final aspects.

Lesson plan chart.

The basis for the development and building up of the structure and organization is conceived under the following premise: “The syllabus based on the development of reading skill. How to make students to have the ability to comprehend what they read.” (Anggraini, 2011)

Therefore and naturally, as it can be shown, the structure of the objectives and the relation intended, aims to the operationalization of a series of procedure that connected, make it possible to activate the critical thinking mainly through the writing processes approach, in a determined situated social practice.

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Bearing in mind the ideas from above, Table 1, illustrates the schedule followed starting on the first column with the session number; on the second column it is the issue or topic; on the third column it is the planning of pedagogical (terminal) objectives per day, these terminal objectives are oriented towards “the instructor's expectations of student performance at the end of a specific lesson or unit. Each T.O. includes a condition, task, and a standard.” (Brown, 2013, p. 2). For the fourth column, stands for the main activities in the writing process approach, the preferred types of activities include the development of critical thinking through reading and writing skills plus speaking and listening. Subsequently the fifth column presents the learning outcomes that are data to be collected. Finally, the sixth column depicting the multimodalities implemented. It shows the different ways to represent the levels of critical thinking through participants’ work in writing.

It is also important to mention that all the activities are organized and divided by cycles with their respective names; the first named “coming across context” because it deals with the base of the pyramid corresponding to remembering and understanding, these stages involve recall facts and basic concepts and afterwards explain ideas or concepts focused on a determined context. The second named “catching up thoughts” which deals with applying and analyzing, these stages allow to use information in new situations, therefore enables the drawing of connections among ideas. Finally the thirdly at the top of the pyramid named “getting over the mind” works based on evaluating and creating, on this line of thought, these stages foster the justification of a stand or decision and the production of new works or original.

Table 1: Activities in cycles.

Week	Issue	Learning Objective	Main activity	Learning outcomes	Resources
		Coming across context			

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1	Victims of force displacement	To choose four items those students would take with them if they were a victim of forced displacement.	Drawing activity. Reading and writing activity.	Arguing decisions.	Making inferences mind map
2	Perception of surroundings	Students apply some strategies to comprehend, interpret, evaluate, and appreciate texts and their understanding of textual features.	Diverse tasks based on The text <i>Seven Blind Mice</i> .	Description of the objects.	Easy map
3	Reading other's position	Students apply some strategies to comprehend, interpret, evaluate, and appreciate texts and their understanding of textual features.	Diverse tasks based on The text <i>Fish is fish</i> .	Description of the characters.	Story map
		Catching up thoughts			
4	Abstract conceptualization	To explain what is love in a short story.	Listening to a song. Writing activity. Speaking.	Defining an abstract word.	Making inferences mind map
5	Diverse opinions are equally important	To value and argument of others position (abortion)	Speaking activity. Group activity.	Respecting others' opinions.	Easy map
6	Separating facts and opinions	Distinguish between fact and opinion. Recognize differing viewpoints in a story. Use the compare and contrast technique to analyze two stories.	Analysis and comparison activities based on the texts "The Luncheon" by W. Somerset Maugham and "The Luncheon" by Jeffrey Archer.	Answers, predictions and opinions.	Video recording
7		Learn the etymology of the idiom "devil's advocate." Evaluate proposals and generate counterarguments. Respond to arguments in formal discourse by refuting, critiquing, or questioning assertions and assumptions.	Ask questions, argue and answer following the topic, based on the article "The Accidental Spectator's Guide to Improving Sports."	Questions and arguments.	Worksheet
		Getting over the mind			

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8	Spotting relevant information	To select the main points in a text.	Reading activity. Speaking activity.	Explaining the points of view.	Video
9	Analyzing media content	Analyze portrayals of different groups of people in the media. Analyze portrayals of teenagers in the media. Identify stereotypes presented through the media.	Discussion about media. Watch a TV program and analyze it.	Critical analysis and concretion of ideas to argue.	Graphic organizer
10	Craft critical thinking and applying it for a specific purpose	Develop critical thinking skills by learning about the characteristics of an effective speech, both how it is written and how it is delivered, and then applying these criteria to sample speeches. Develop skills in persuasive writing and oral delivery by writing a one-minute persuasive speech and presenting it to a small group of their peers. Interpret and evaluate persuasive arguments using a rubric to assess their peers' speeches.	Convincing their classmates using the prepared speech.	Practice on the creation of effective and persuasive arguments on a speech.	Video recording based on a specific rubric that depicts their critical thinking Rubrics of the speech

Source: Own.

This as an overview of the lesson plan style, but indeed, the approach is divided into other different stages that are included implicitly in the content of the lesson plans, so next those stages are going to be developed in a brief explanation example of the ESA (engage, study, activate) lesson plan style.

To begin with, in stage 1, the topic will be introduced by asking to the participants what makes them happy, this activity helps them to consider what makes them happy in their lives. Then, in stage 2, they are expected to write a list to categorize the thing that makes them happy. They share the information with their classmates and examine their findings by looking at reasons for

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happiness and studying the most popular categories for happiness. In the Stage 3 they will show a creative product (a poster) made by themselves identifying the common thing with the other classmates.

Chapter Four: Research Design

In this chapter, it is described the research design that was used for this project. There, the context which provides information about the institution is addressed; the participants briefly describing them and the type of sampling used; after that, comes the research paradigm which is qualitative study; also the type of study; the data collection techniques and the correspondent instruments and a Gantt chart with the time schedule for this paper. To conclude, it appears the unit of analysis, validity, reliability and consent form or ethical issues.

Context.

The participant for this paper are from Universidad Distrital Francisco José de Caldas, this is located downtown in Bogota, its surroundings are recognized on a level three social strata, it has five faculties and this paper was carried out in the school of sciences faculty.

Participants.

The 16 participants of this study ranged from 19 and 26 years old. They are second language learners in their third semester in a public university; therefore they have background on the use of English Language. The criterion for selecting the participants in this study was convenience sampling. According to Maxwell (1999) “convenience sampling is simply based on whoever is available or whoever volunteers to participate in the study” (p.97). This criterion was chosen because it was believed that by having volunteer students, they could collaborate actively in the process of this research.

Research Paradigm

This study was developed through the qualitative research frame. According to Freeman (1998), qualitative methodology is “a study in which the researchers do not set out to test a hypothesis, but rather to observe what is present with their focus, and consequently with the data, free to vary during the course of the observation” (p. 11). In this sense, qualitative methodology fits this research because this study was aimed at analyzing learner’s perceptions towards critical thinking when writing.

Type of Study

The development of this study is framed around case study because this eases the exploration of phenomena within its context using a variety of resources. In addition, this type of study goes along with constructivist approach since according to (Miller & Crabtree, 1999, p. 10 as cited on Baxter & Jack 2008) “this paradigm recognizes the importance of the subjective human creation of meaning, but doesn’t reject outright some notion of objectivity. Pluralism, not relativism, is stressed with focus on the circular dynamic tension of subject and object.” Besides being the reality a social construction is an assumption in words of (Searle, 1995 cited in Baxter & Jack 2008).

The collaboration between the researcher and participants is relevant because it enable students to their stories (Crabtree & Miller, 1999 cited on Baxter & Jack 2008) or in this case students’ work. Therefore, these stories (or students’ work), help the researcher to understand the students’ actions as it is claimed by (Lather, 1992; Robottom & Hart, 1993 cited on Baxter & Jack 2008).

To conclude, the type of case study for this paper is descriptive this type of case study issued to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003 as cited on Baxter & Jack 2008).

Data Collection Techniques

On this paper were operated some data techniques to collect the evidence such as observing, interviewing and questionnaire.

According to Chaleunvong (2009), “observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena.” Also, it was a non-participant observation because the situation was watched openly or concealed, but there was not researchers’ intervention.

Another data collection technique used was interviewing. Following the line of thought by Chaleunvong (2009), “An interview is a data-collection technique that involves oral questioning of respondents, either individually or as a group. Answers to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both.” In this case, there are presented the interviews through writing with open questions. Those interviews were applied at the beginning of the curriculum, in the middle of the process and at the end of it.

Besides questionnaire method for this is the list of questions related to the objectives of the study and hypotheses, which the respondent is required to answer. In other words, a written questionnaire is a data collection tool in which written questions are presented that are to be answered by the respondents in a written form. (Sani, 2013. p. 41)

Data Collection Instruments

In order to answer the research question core of this paper that is what characterization does critical thinking take when college students of a language program write about contextualized issues?, under the parameters of the following sub questions: first, what critical thinking processes emerge when students of a third semester class of English at a public university are involved in writing practices? And second, what happens if critical thinking tasks are introduced to intermediate English level college students?

Also the trailing research objectives first, identify critical thinking processes through writing practices, among the diverse critical thinking sub categories such as remembering or analyzing and second, describe the processes that arise within the development of such practices, showing them in a visual support or written form during the data analysis stage that guided this study.

Likewise, the students' artifacts (participants' productions), open interviews, and journals were used. Students' artifacts according to Holly, Arhar, and Kasten, (2004) are saving samples of work produced over time could be useful. Besides "It refers to the systematic biases, uncontrolled and unintentional, that can threaten the internal or external validity of one's research conclusions" (Lewis, 2004 p. 31) Artifacts will be done for the students on each session. In this study, they were convenient in order to triangulate the information manifested by the participants in the journals and interviews with the students' productions.

Open interviews are applied in case study in order to understand the perspectives of students. Elliot (1993) indicates that the interview a good way of finding out what the situation looks like from others' points of view. There were carried out three open interviews at the beginning, middle and at the end of the study. Journals in accordance with (Lankshear and Knobel, 2004) are defined

as “data that participants are asked to write in order to collect their personal insights and reflections on an event, practice, concept, phenomenon, and so on” (p.36). In addition, interviews involve asking questions and getting answers from participants on the study. In this research, interviews were applied at the beginning, in the middle and at the end of the study.

The following Gantt chart (Table 2) illustrates the time schedule:

Table 2. Gantt chart.

		February	March	April	May	June	July	August						September			October	November			
								7	10	14	17	21	24	28	31	4	7	11			
	Research Design																				
Techniques	Instruments																				
	Writing documents																				
	Students artifacts																				
Observing	Journals																				
Interviewing	Open interviews																				
Analyzing	Displaying data																				
	Identifying relevant text																				
	Sampling and coding																				
	Categorizing and conceptualizing																				
Developing	Lesson plans																				
	Adapt/Design activities																				
Interviewing	Teachers journals																				

Source: Own.

Unit of Analysis

This paper placed the attention on students’ perspectives as unit of analysis, understanding units of analysis as “kinds of object delimited by the researcher to be researched about” (Azcona,

Manzini & Dorati, 2013; p.70). these authors state that units of analysis are concepts that are not concrete on space or on time and that have an abstract nature; meaning that units of analysis are not concrete groups but a group of entities that can be placed and situated in a specific period of time and can be tracked over time.

Consequently, perspectives are, consistent with Moran (2001), tangible perceptions, beliefs, values and attitudes that “can be explicitly stated in oral or written form” (p. 75) and that are mostly shaped in “explicit forms of expression”(p. 75). Therefore, on the data analysis chapter, there will be highlighted and pinpointed in depth most of the words, phrases or sentences reflecting students’ perceptions and thoughts regarding critical thinking that could be elucidated from the activities developed by them.

Validity

Validity is distinguished by Carpenter and Suto (2008) as the trustworthiness of the findings; alternatively Merriam (1998) splits it into internal and external, the internal validity indicates to how the findings fit the reality, and the external entails on the extent to which the findings can be applied to other situation. Merriam (1998) also depicted some strategies in order to address validity, but within this study, there was used only one; the triangulation, this strategy lies on the convergence of information from different sources. In this case, the data triangulation was applied, in which it was triangulated the data found using the student’s artifacts, the interviews and questionnaires.

Reliability

Based on Merriam (1998) the reliability within a study depends on the magnitude in which the findings can be replicated, that means that if the research is applied more than once it should generate the same results. With the purpose of address reliability, there was used a methodological triangulation that involves triangulating the multiple instruments and techniques, used during the data collection process. Besides that, it was also applied the strategy mentioned by Merriam called “the investigators position”, through using this technique it was possible to explain ideas and the theory behind the study, as well as the basis for selecting the population involved and a description of them.

Consent Form

Considering the importance of securing the data that was collected from the students for this paper, a consent form was presented (see annex A) informing and asking for permission from them in regards to the use of the students’ information and responses collected during the implementation and research process. The information used in this paper depended on the amount of permissions signed, in order to guarantee the validity of the data. Finally, the students’ personal information remained secret as part of ethical procedures while doing research.

Chapter Five: Data Analysis

In this chapter, are presented the results structured in categories. Throughout the lessons, participants were expected to produce and communicate their ideas on the proposed topics, so the outcome or handwork is important as they are expected to exercise their critical thinking skills of inference and explanation; and their language learning as well. In addition, this chapter illustrates an account of the procedures for data organization and administration prior to analysis, the steps taken towards the interpretation of the data from participants' artifacts in a learning management system, three surveys, lesson plans and teaching logs, and the analysis of findings that generated the construction of three resulting categories.

Procedures for data organization and administration.

The data analysis stage was preceded by the organization of information following a grounded theory approach suggested by Straus and Corbin (1990), being this a methodology that implicates the researcher to discover and shape theory through a set of procedures that consists of breaking down the data, conceptualizing it and placing the data back together. These procedures are open, axial and selective coding (analysis). Its origin is by collecting the data through a variety of methods.

So, open coding is the procedure of naming or labeling the data for developing categories of information, i.e., from the data gathered. The significant points are denoted or highlighted with a series of codes that are extracted from the text, then, the codes are arranged into similar concepts in order to make them more practical, from these concepts, categories are formed. Axial coding

refers to arranging codes into categories, i.e., interconnecting the categories; and selective coding refers to filtering categories, i.e., revising connections and providing explanations for the categories. It all ends with a discursive set of theoretical propositions, i.e., writing the main argument.

First, it is displayed all the basic material, pinpointed the relevant texts and organized all the data. Then it was looked for, identified and written down repeated patterns that revealed the ways students were inquiring, since these practices promoted opportunities for learners to engage in writing their perspectives. In this way, it was involved the stage of making sense of the data by reflecting upon clear traits across a series of practices and processes. Second, it was designed a triangulation chart to compare the patterns for similarities and differences in the different instruments used in order to acquire a view on what patterns fitted together and what categories emerged, i.e., There was arranged the data into categories. Once categories were formed, they were supported with theoretical constructs from the theory-based and research-based literature. Finally, there were decoded the meanings of these characteristics in order to account for the cognitive and reflective development that was carried out through this study: the very own theoretical narrative.

Data Analysis

The following inquiries based and supported our analysis and interpretations: what critical thinking steps in relation to each category were participants involved in? What processes were difficult to carry out in relation to each category? What did participants achieve to do in each category? What multimodalities were used to strengthen learning? What topics were addressed? But before it is given an account of each category, a general chart with the research questions and categories is presented below (Table 3)

Table 3: Research question and Categories.

Research question	Categories	Subcategory
What characterization does critical thinking take when college students of a language program write about contextualized issues?	1. Coming across context.	<ol style="list-style-type: none"> 1. Description of the objects and characters. 2. Recognizing or remembering facts, terms, basic concepts. 3. Classifying and categorizing images. 4. Organizing, comparing, translating, interpreting and stating the main ideas.
	2. Catching up thoughts	<ol style="list-style-type: none"> 1. Solving problems in new situations. 2. Applying acquired knowledge. 3. Examining and breaking information, determining how the parts relate to one another. 4. Taking a posture or position.
	3. Getting over the mind.	<ol style="list-style-type: none"> 1. Explaining points of view. 2. Critical analyzing and concreting ideas to argue. 3. Practicing on the creation of effective and persuasive arguments on a speech. 4. Making judgments about information. 5. Formulating, designing, constructing and assembling speeches.

Source: Own.

Those categories correspond to the levels of critical thinking in Bloom's Taxonomy pyramid. First, "coming across context" because it dealt with the base of the pyramid corresponding to remembering and understanding, these stages involved recall facts and basic concepts and afterwards explained ideas or concepts focused on a determined context. Second, "catching up thoughts" which dealt with applying and analyzing, these stages allowed to use information in new situations, therefore enabled the drawing of connections among ideas. Third, "getting over the mind" worked based on evaluating and creating, on this line of thought, these stages fostered the justification of a stand or decision and the production of new works or original.

Later, it will be explained in depth each category and the outcome content product of the triangulation process carried out and the inclusion of the questions to conform the categories; also visual support in each case will be displayed as well.

Coming Across Context

The first inquiry (Represented with green color) was *what critical thinking steps in relation to remembering and understanding were participants involved in?*

According to Bloom's taxonomy, remembering involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Its characteristics may include: knowledge of specifics—terminology, specific facts; knowledge of ways and means of dealing with specifics—conventions, trends and sequences, classifications and categories, criteria, methodology; and knowledge of the universals and abstractions in a field—principles and generalizations, theories and structure.

As shown by participants, where they deal with the topic of force displacement victims, they recognized and remembered this concept due to social context surroundings. In a first activity, participants classified and categorized images.

For example, in participants A and B's Figure 5, dated August 7th, there were identified some articles or objects that they would take with them if they were force displacement victims:

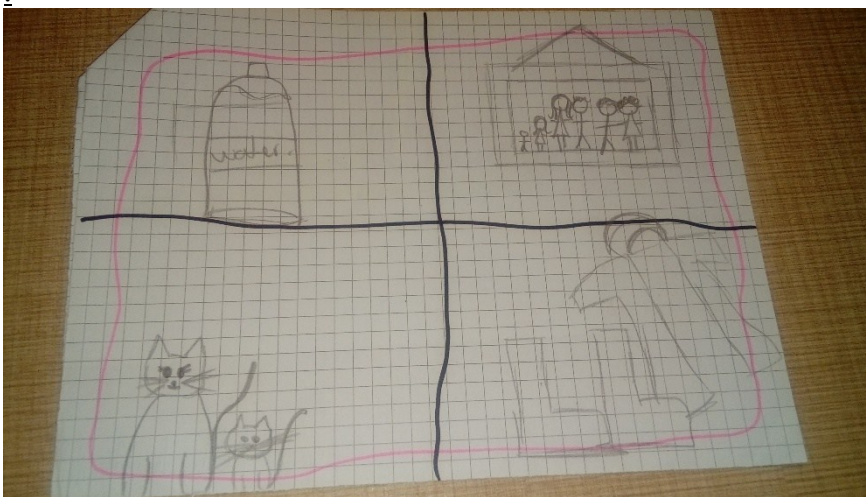


Figure: Drawing force displacement. Source: Participant A.

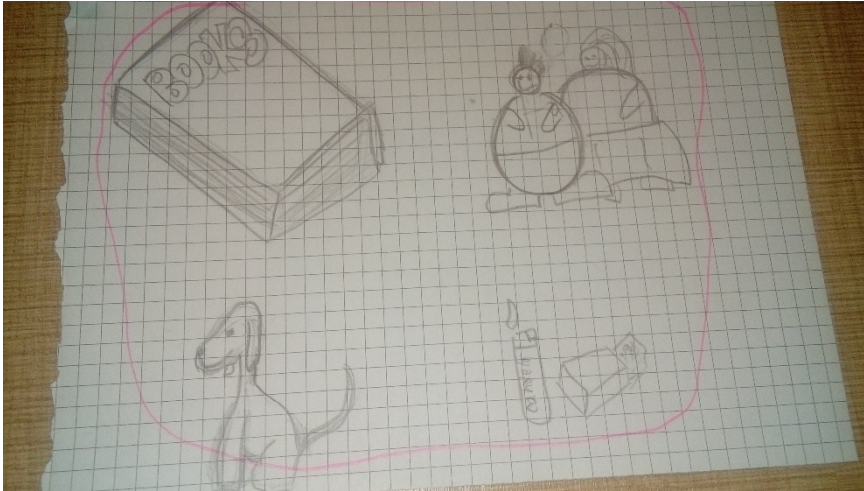


Figure 5.1: Drawing force displacement. Source: Participant B.

Consequently, they organized the drawings in groups or categories. The categories identified are supported by participant C's Figure 6 in a chart such as: *Surviving things, Love, Useless.*

Surviving Things	Love	Useless
Gun Bag	Pets	Gita
Bag	Picture	headphones
boots	family	Guitar

Figure 6: Categorical chart. Source: Participant C.

Participant D proposed the following idea *Love, Survivor, Violence, Useless:*

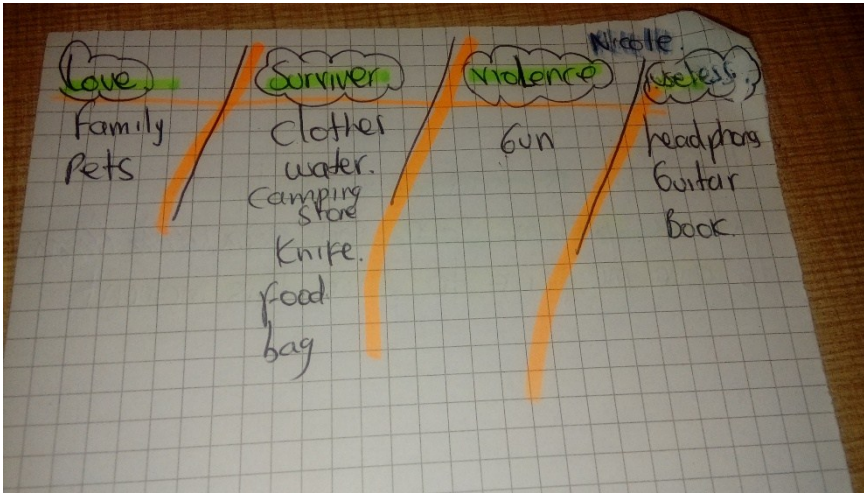


Figure 6.1: Categorical chart. Source: Participant D.

While Comprehension or understanding involves demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas. In the Figure 7, participants displayed understanding when interpreting an audio track (annex B) and organizing the information in a chart in order to state the main idea, which was to discover the bigger picture based on clues. In a sketch to stretch chart they got the following information:

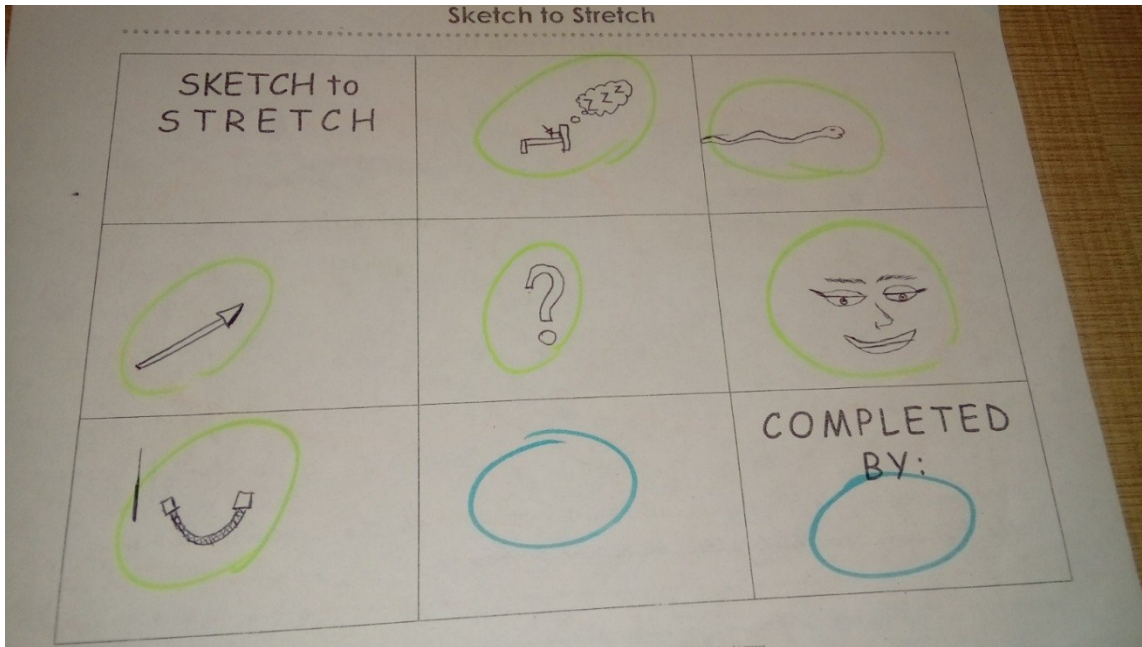


Figure 7: Sketch to stretch. Source: Participant D.

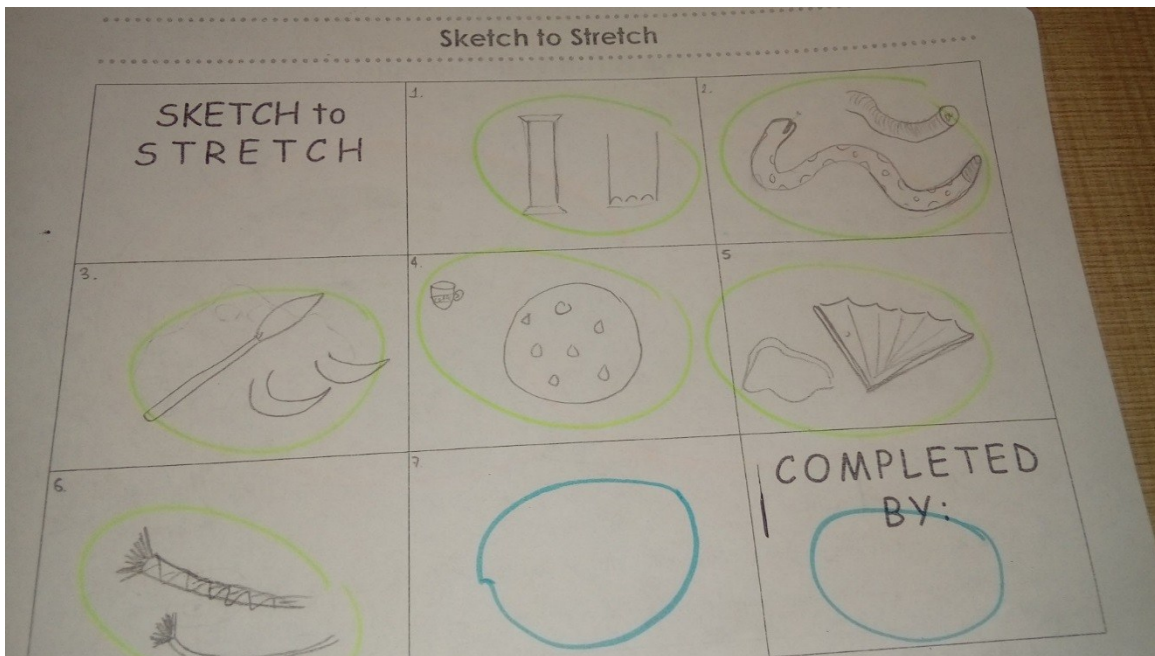


Figure 7.1: Sketch to stretch. Source: Participant E.

To conclude this inquiry on this category, participants had to display understanding while reading a story to give descriptions of the characters in a Venn diagram (Figure 8) and compare the

fish and the frog in the text “Fish is Fish” (annex C) their answers: Fish: *reserved, shy, dreamer, imaginative, lonely*. Frog: *curious, risked, selfish, positive, optimistic*.

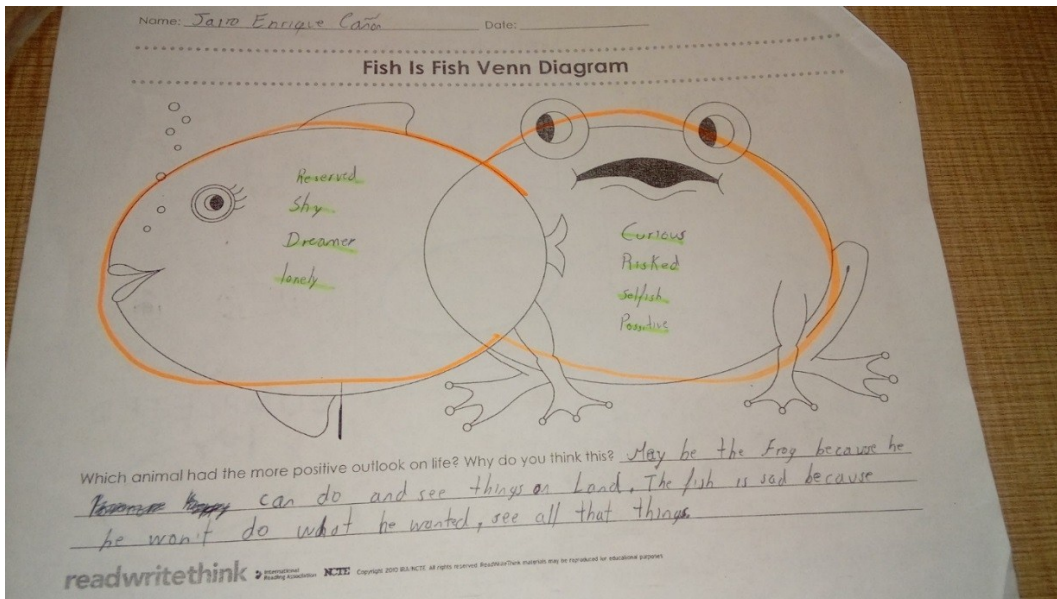


Figure 8: Fish is fish. Source: Participant F.

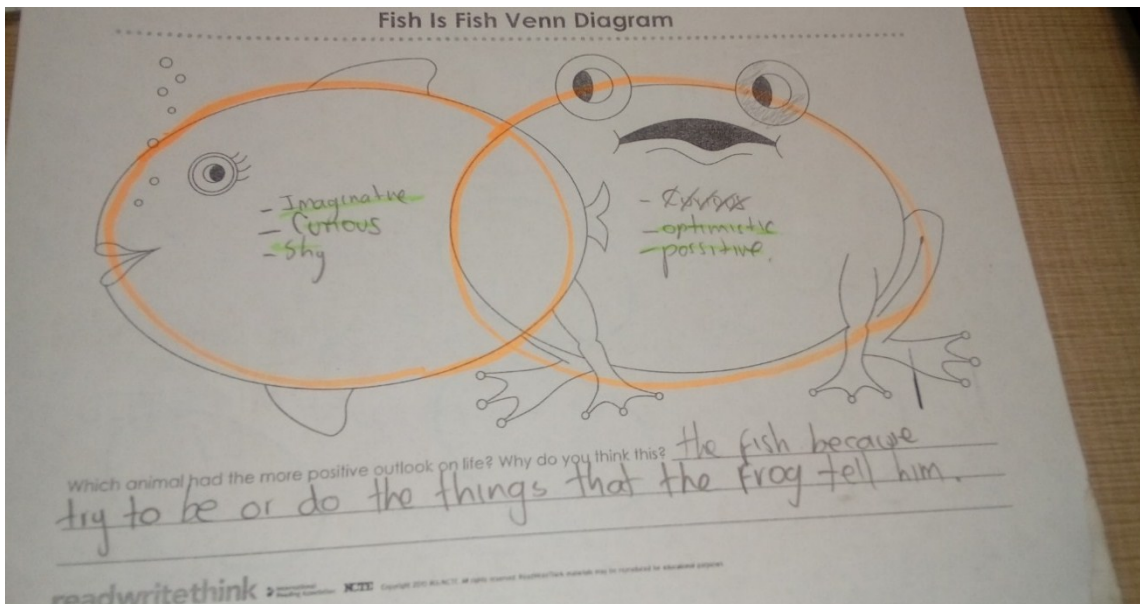


Figure 8.1: Fish is fish. Source: Participant A.

It is noticeable that participants were able to grant qualities to the characters and make the comparison in a structured way on the Venn diagram (annex D).

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As implementation of other data technique, a participants' journal (Figure 9), dated August 7th, there were identified some key concepts such as “construct an objective view, understand, analyze and learn” as it can be observed:

KWL Chart (S)

After the session concludes, list some details in the first two columns. Fill in the last column after having a moment to reflection.

Topic: Critical thinking.		
Why is this information important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
Because we have to be aware about all the views that we can found in a situation, we can construct a objective view take into account the other views.	with the story of the mouse we can understand why we need to listen and respect each point of view to have a biggest view of the situation.	we have to analyze each situation in order to be objective to provide the solution.

Figure 9: Journal 1. Source: Participant A.

Name _____ Date _____

KWL Chart (S)

After the session concludes, list some details in the first two columns. Fill in the last column after having a moment to reflection.

Topic:		
Why is this information important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
To learn different ways of think about problems, questions, etc.	ACTIVITY: 7 BUND MICK.	People have different points of view about something in common.

Figure 9.1: Journal 1. Source: Participant G.

Participants were observed being able to develop the activities almost completely and in addition, some key concepts mentioned before. This led to believe that they understand separately some principles of critical thinking but at this point not critical thinking as a whole.

In a participants' first interview (annex E) dated on August 7th, which consisted in five (5) relevant questions aimed to provide more substantial information, here are presented some highlighted answers in relation to the gist of this category which is remembering and understanding:

The first question (Figure 10) was "What is critical thinking?" they answered:

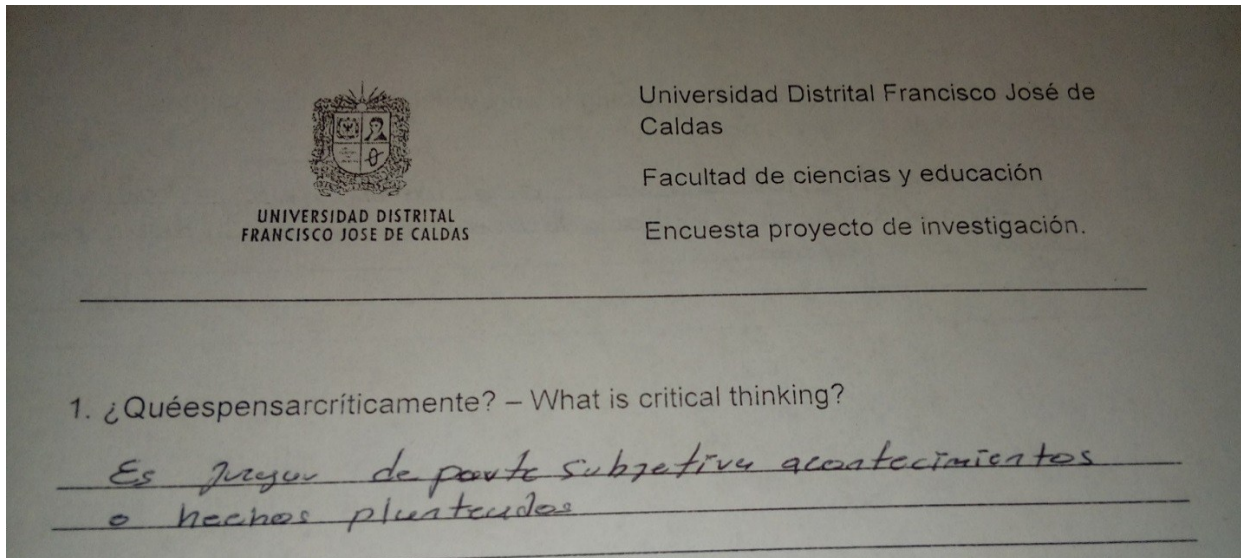


Figure 10: Interview 1. Source: Participant F.

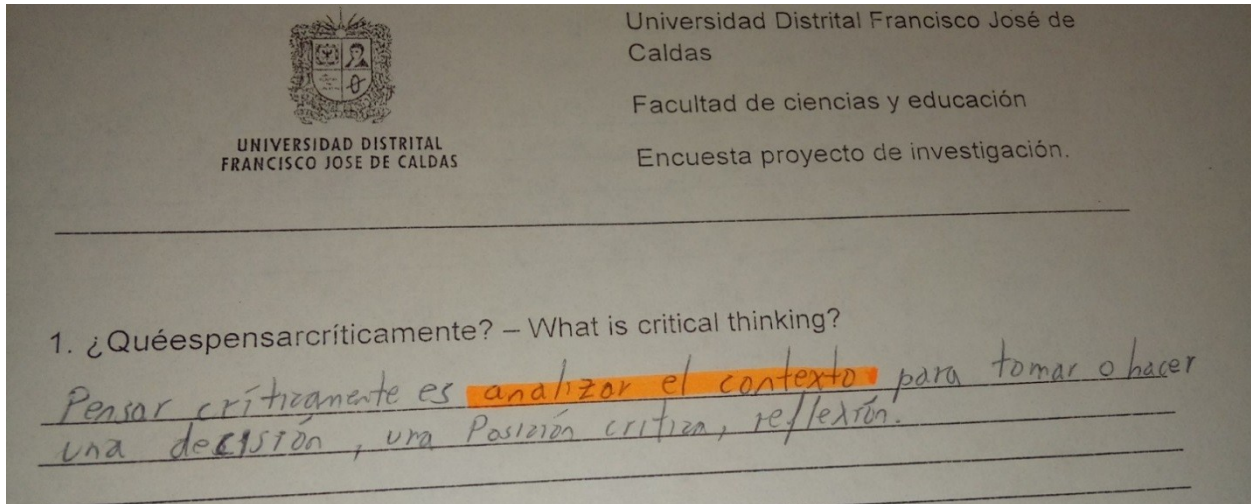


Figure 10.1: Interview 1. Source: Participant D.

With this, students showed a pre concept about critical thinking related to *analyze context, make decisions, reflection, take a stance, taking into account the previous knowledge* just like the first category demand remembering and understanding.

The second question was “What to do after critical thinking?” the students proposed the *implementation of critical thinking in their decisions, actions and thoughts*; those answers closely related to the last category. And the third question was “How is critical thinking evident?” (Figure 11) they answered in relation to *take into account surroundings and options, take decisions, exchange ideas*. Then these are some of the participants’ objectives as evidence of critical thinking.

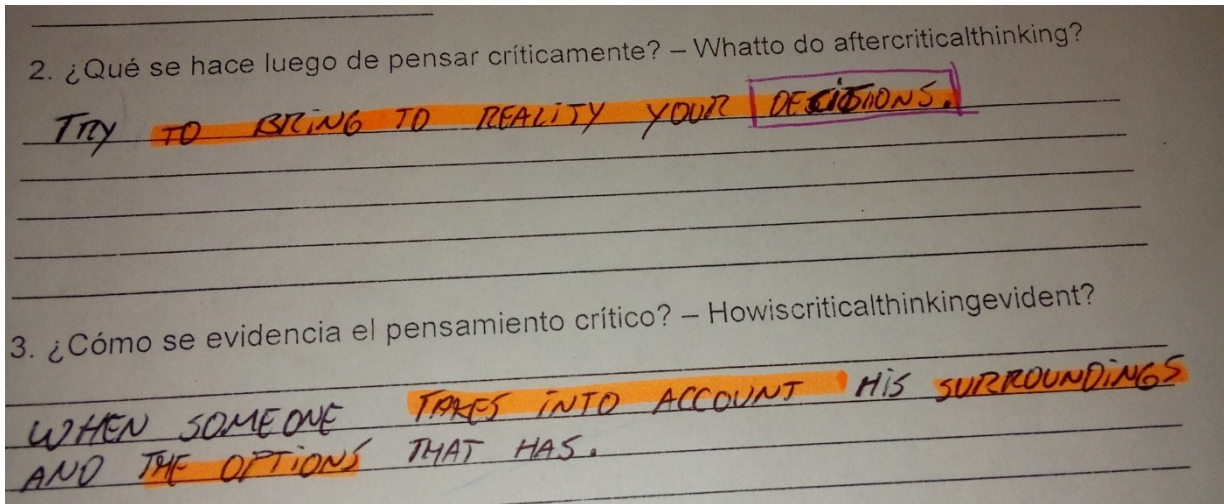


Figure 11: Interview 1. Source: Participant I.

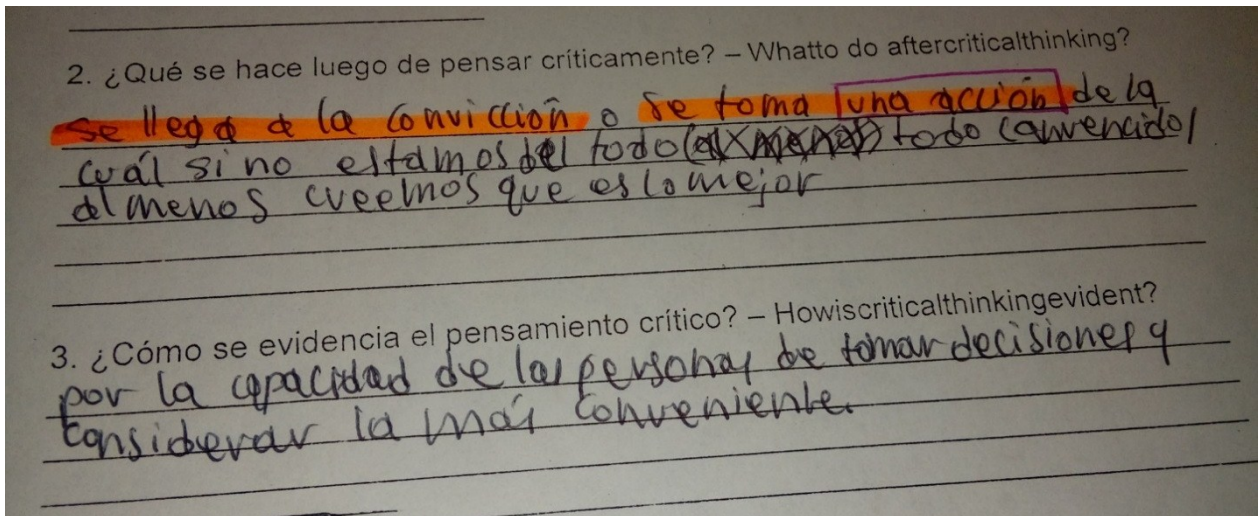


Figure 11.1: Interview 1. Source: Participant J.

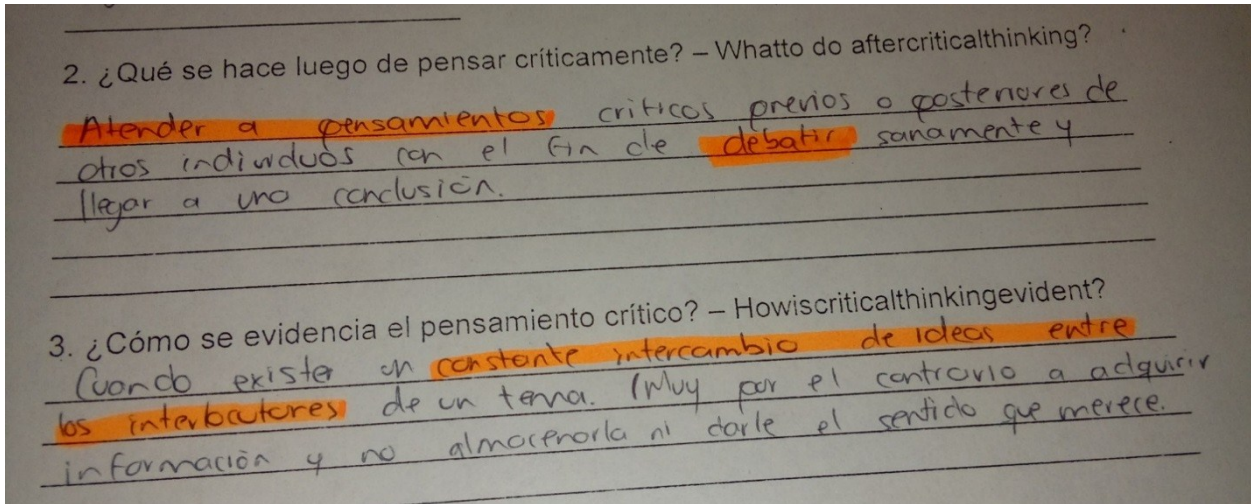


Figure 11.2: Interview 1. Source: Participant K.

The fourth question (Figure 12) was “Is writing important regarding critical thinking?” they proved their interest in *seeing the whole picture, taking relevant ideas, creating new ideas* through writing.

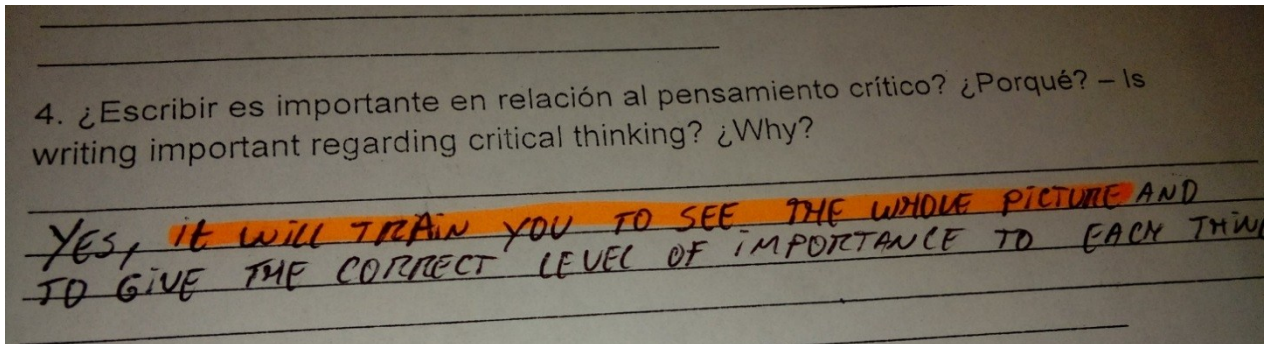


Figure 12: Interview 1. Source: Participant I.

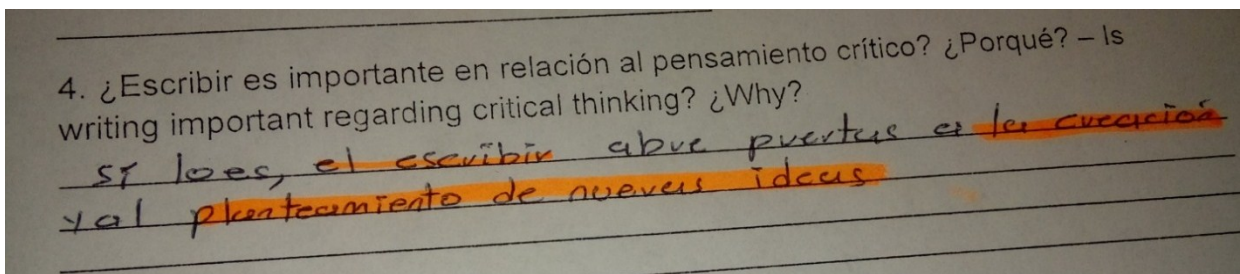


Figure 12.1: Interview 1. Source: Participant F.

The fifth question (Figure 13) was “What activities or topics would you find interesting to work with critical thinking? Please argue the reason why you made that choice.” They suggested real situations as activities, *solving problems, making arguments, abortion, gay adoption, suicide* all of these related to social situated context issues.

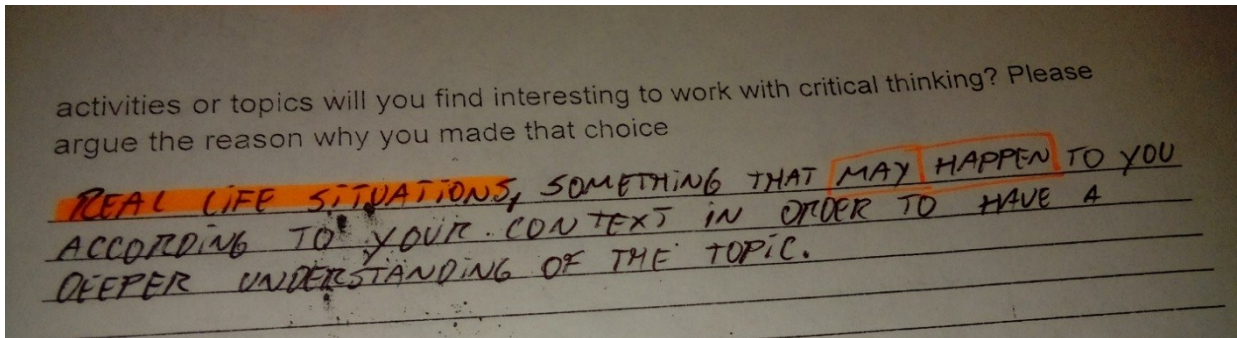


Figure 13: Interview 1. Source: Participant I.

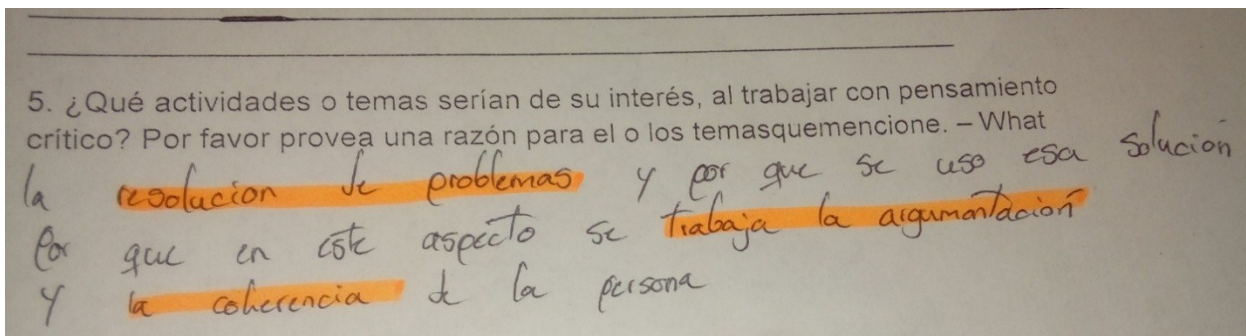


Figure 13.1: Interview 1. Source: Participant L.

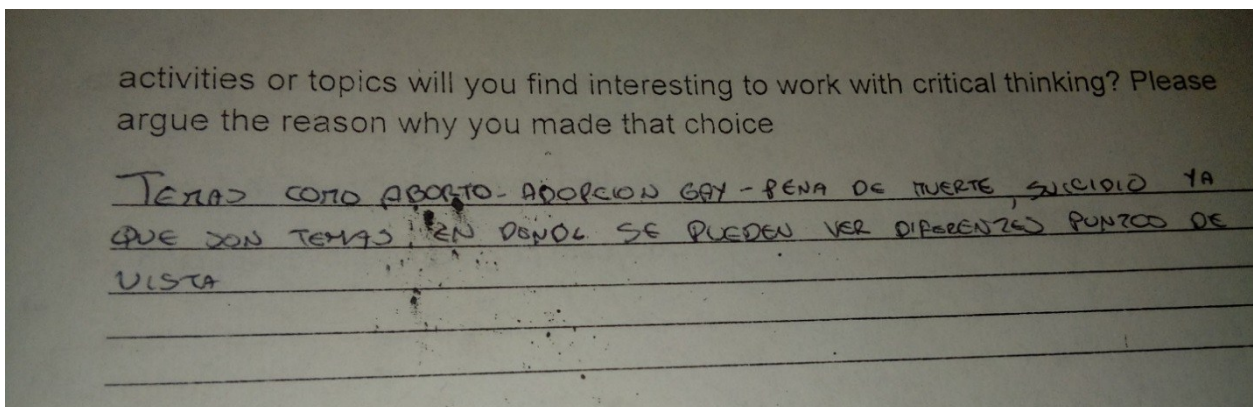


Figure 13.2: Interview 1. Source: Participant G.

The second inquiry (highlighted in blue color) was: *what processes were difficult to carry out in relation to remembering and understanding?*

When participants were required to classify and categorize images, they were not very much involved with the topic; therefore, their production during the activity was rather low. For example (Figure 14), Participant G made two categories: *emotional things / love things and survive things*.

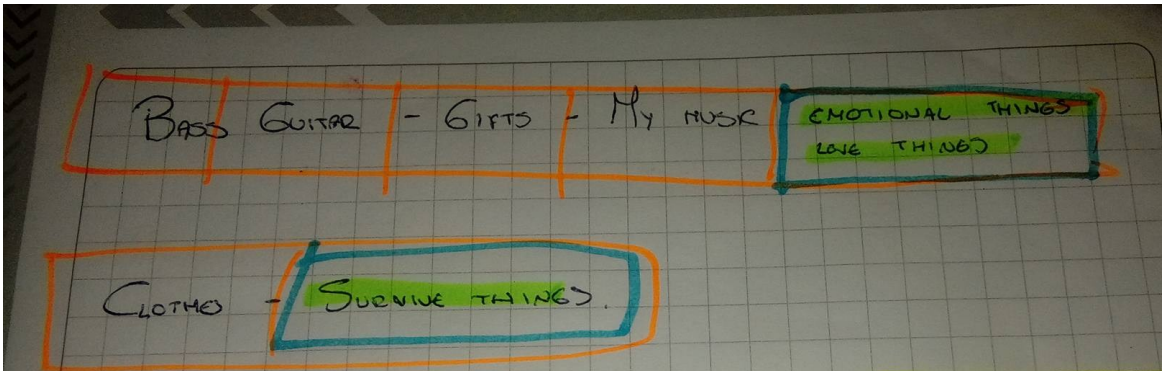


Figure 14: Categorical chart. Source: Participant G.

When interpreting an audio track and organizing the information in a chart in order to state the main idea, which was to discover the bigger picture based on clues, because some objects were difficult to understand for them even though the audio was played around five times as it showed in the next example by Participant B (Figure 15).

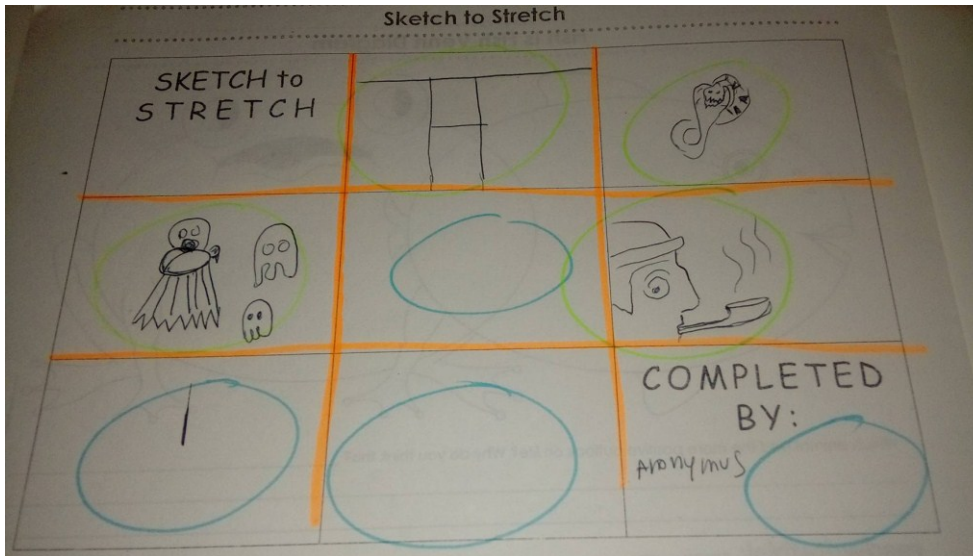


Figure 15: Sketch to stretch. Source: Participant B.

For the third inquiry (in fuchsia color) which was: *what did participants achieve to do in this category?*

First of all participants were able to put themselves on a hypothetical situation, besides, they could involve understanding and remembering critical thinking processes when they classify, organize, interpret, define, give descriptions and stating the main ideas represented with drawings assembled in a fuchsia frame for example by Participant I (Figure 16).

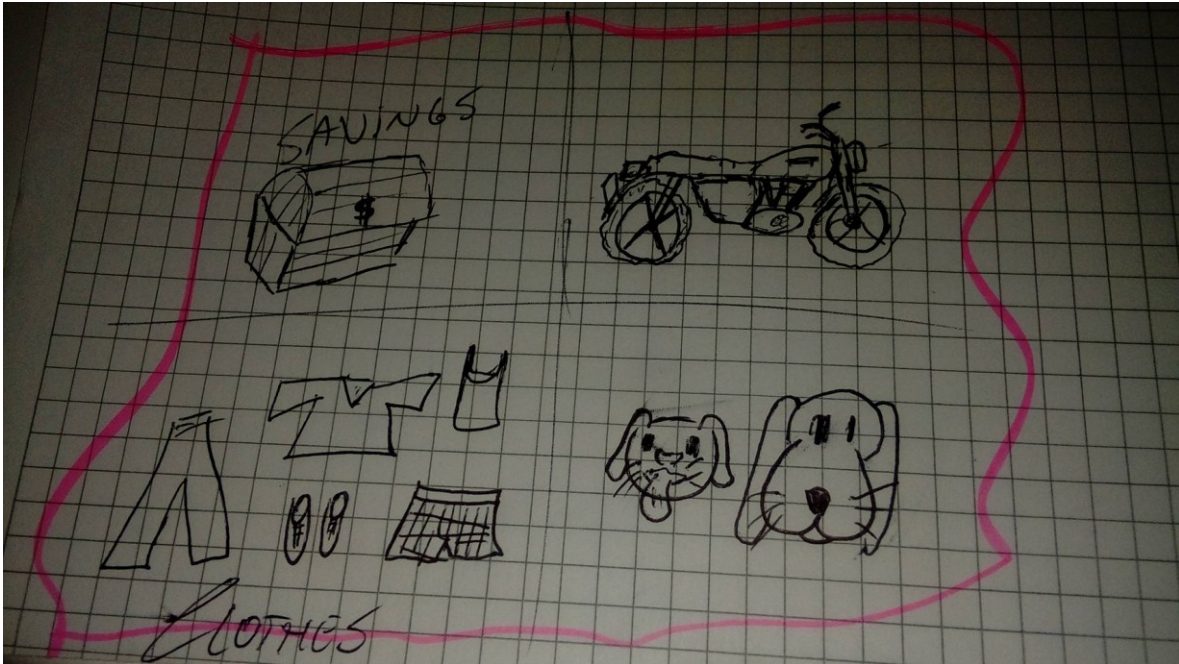


Figure 16: Categorical draws. Source: Participant I.

The fourth inquiry (In orange.) was: *what multimodalities were used to strengthen learning?*

To begin with, the multimodality concept was connected, based on the conception proposed by Kress (2010) when he says “The world of meaning has always been multimodal. Now, for a variety of reasons, that realization is once again moving centre-stage.” Also, he argues about the components of multimodality or what he calls “mode”; therefore it is considered the mode as the instruments according to (Mamiko, 2010 as cited on Kress 2010) when claims that “Different kinds of modes that we take in information from other people.” Consequently, there are used the modes to gather information that allow understanding of the construction of meaning or in words of (Barney, 2010 as cited on Kress 2010) “Multimodality is understanding, how meaning is constructed.” Thus, participants used a variety of modes including organizing charts mainly to establish and categorize ideas (annex F), Venn diagram (annex D) to distinguish features of some characters.

Finally, the fifth inquiry was: *what topics are addressed?*

The topics addressed were such as: social situated context, force displacement, abstract concept, awareness of different perspectives and to make a distinction between fact and opinion.

Catching up Thoughts

What critical thinking steps in relation to evaluating and creating were participants involved in?

Bloom's taxonomy argues that applying involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Participants should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply that in new situations.

Correspondingly in this category, Bloom's taxonomy includes the analyzing ability which involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations. Its characteristics include analysis of elements, analysis of relationships and analysis of organization.

Thus, during the debate applying is revealed on a graphic organizer (annex G) in which participants placed and structured arguments, ideas and conclusions. They also studied the proposed topic, in this case abortion, and used supporting ideas from some authors that were provided in order to strengthen their knowledge (annex H).

Participants took a different posture or position to their own ones in order to defend it in a mini debate. In this way, they read and organized ideas and arguments based on certain authors and

their own opinions. As an example participant F (Figure 17) was in favor about abortion despite his personal beliefs were originally against, for that the participant used some references to complement and to implement in the argument used; this belongs to Catching up Thoughts in a way such as: “it’s a life-saving and when it’s needed it must be accessible”

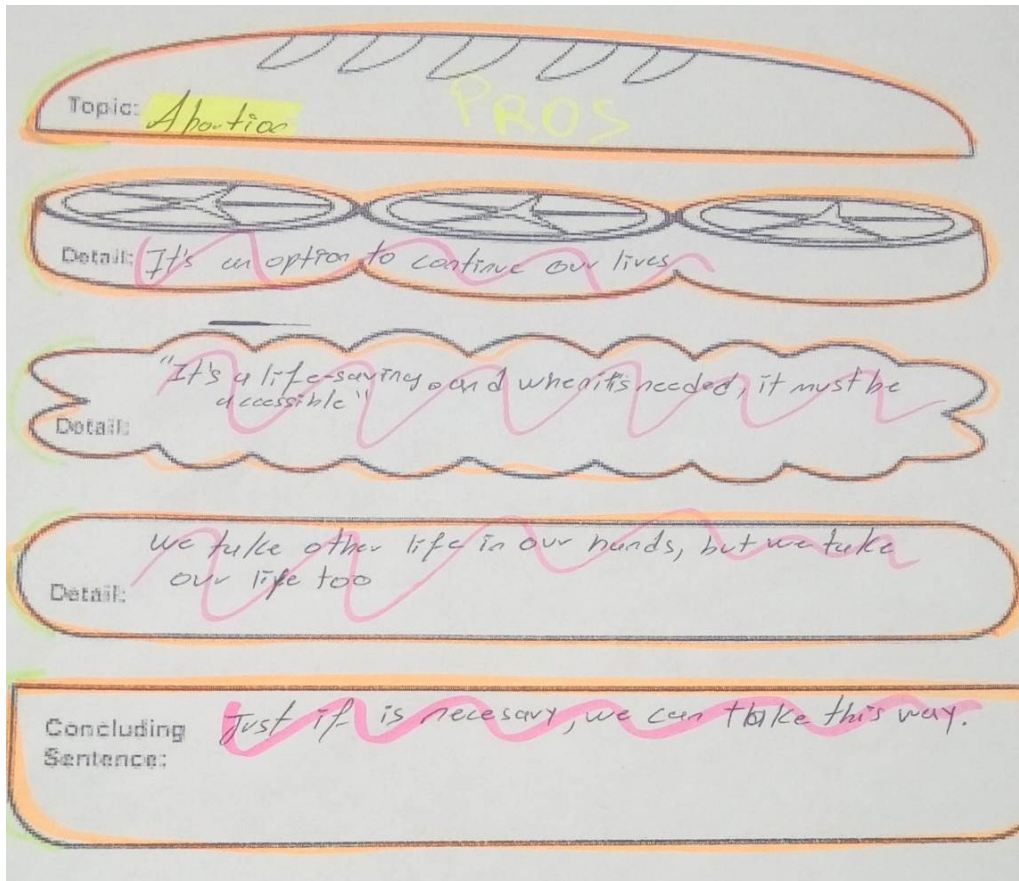


Figure 17: Argumentative sandwich. Source: Participant F.

On the other hand, participant K defends the opposite posture, but his personal thought is in favor arguing in the chart detail: *preborn children are not part of women because they have their own body structure and mind.*

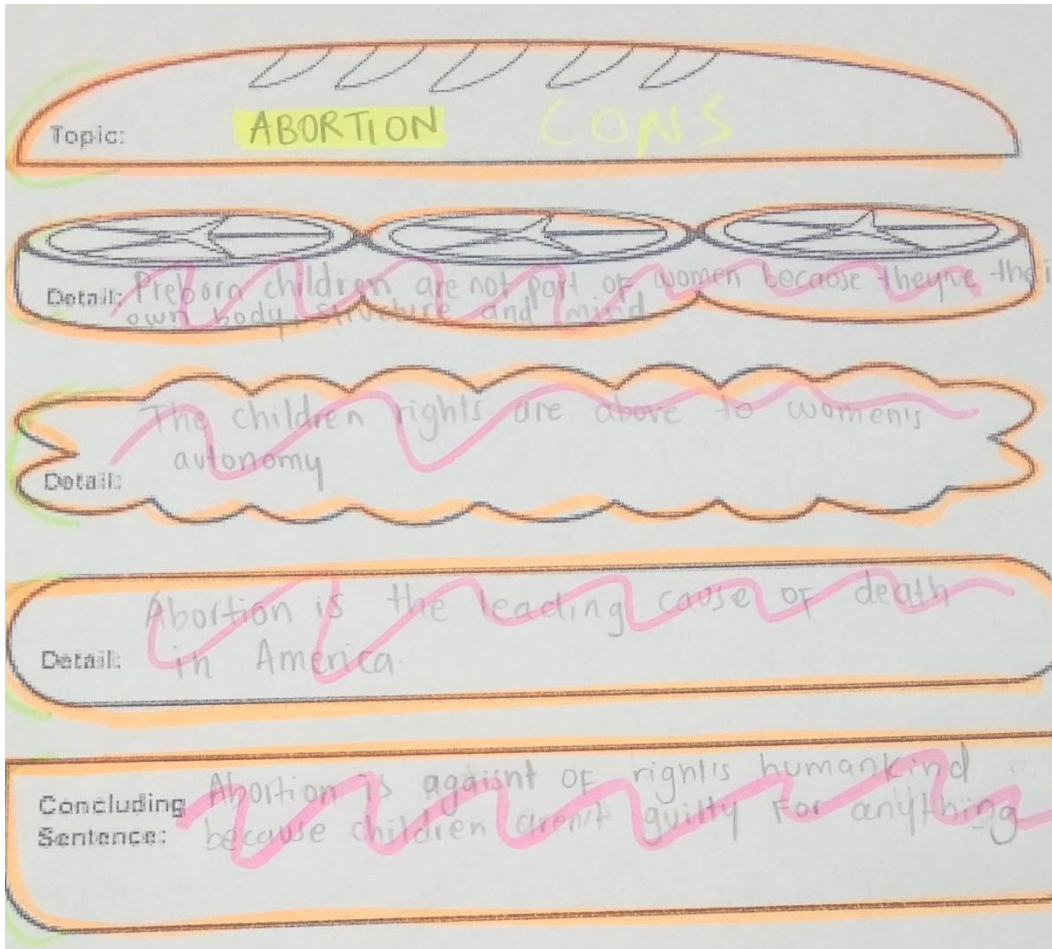


Figure 17.1: Argumentative sandwich. Source: Participant K.

For the next activity, participants analyzed a text entitled “the accidental spectator’s guide to improve in sports” by Paul Windle. Later on, they find out some evidences or specific information and make some inferences based on that, to organize the information on a chart hierarchically structured in which there is at the top a sport, followed by a problem, proposal, benefits and questions, objections or cons as shown in the artifacts (Figure 18). Therefore, participants developed a structured thinking process in which they were able to state their own line of thoughts in order to spot or determine specific information and based on that, distinguish, differentiate, compare, contrast and organize it. In this way, they read and organized ideas and arguments based on the article. As an example participant H (Figure 18) distinguish the specific information to

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answer on the box; first stating the problem exposed on the article “*there are many games each season*”, next the proposal of the author and the benefits of the proposal, so that they finally could use their critical thinking by creating questions, objections or cons taking into account the information gathered, as it is exposed by participant G (Figure 18.1), when he says “*and lose the chance to watch your team in different occasions?*”; this belongs to Catching up Thoughts in a way that participants manage to draw connections among ideas.

Practicing 'Devil's Advocate' (Student Version)
 Directions: Now that you are aware of how to play 'devil's advocate,' you are going to practice this skill by reading Juliet Lapidos' article entitled "The Accidental Spectator's Guide to Improving Sports" and use the strategies that you learned in the "How to Play 'Devil's Advocate'" handout to raise questions and objections to the proposals outlined in the article.

Baseball	Basketball	Football	Soccer
Problem There are many games each season	Problem revelids of fortune	Problem Dead time	Problem
Proposal To reduce the number of games	Proposal Change the way in calculated league standing	Proposal Reduce dead time	Proposal
Benefits Is not monotonous and boring	Benefits get points to all the teams to can be in	Benefits the people can watch more time the	Benefits
Questions, Objections, or Cons What could happen with players salary? Because if it is mandatory for them reduce the games also their salary will be reduced	Questions, Objections, or Cons A basketball game is more excited when only are 5 minutes to the end and both teams still having the opportunity to win so I think if the match would longer the game will be boring and lose many fans	Questions, Objections, or Cons The football's importance is not the time which players have ball. Usually people see football players like win gods and this the reason For football manages tons of money and popularity.	Questions, Objection or Cons

Figure 18. Devil's advocate. Source: Participant H.

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Practicing 'Devil's Advocate' (Student Version)
 Directions: Now that you are aware of how to play 'devil's advocate,' you are going to practice this skill by reading Juliet Lapidus' article entitled "The Accidental Spectator's Guide to Improving Sports" and use the strategies that you learned in the "How to Play 'Devil's Advocate'" handout to raise questions and objections to the proposals outlined in the article.

Baseball	Basketball	Football	Soccer
Problem TOO MANY GAMES	Problem THE POINTS SYSTEM	Problem TOO MUCH LEAD TIME	Problem BORING MATCHES
Proposal CHOP THE REGULAR SEASON DOWN BY 25% OR 30%	Proposal RE-WEIGHT THE GAME	Proposal TO REDUCE THE TIME THAT IT TAKES TO GET BACK ON THE FELD	Proposal MAKE THE GOALS BIGGER
Benefits INCREASE EACH GAME'S BENEFITS AND MAKE LIGHTER THE SPECTATOR'S BURDEN	Benefits	Benefits MORE FOOTBALL TO WATCH	Benefits MORE EMOTIONS AND LESS FRUSTRATION FOR THE SPECTATORS
Questions, Objections, or Cons AND LOSE THE CHANCE TO WATCH YOUR TEAM PLAY IN DIFFERENT OCCASIONS?	Questions, Objections, or Cons	Questions, Objections, or Cons AND WHAT? MAKE THE PLAYERS CREATE AN INSIGNIFICANT STRATEGY AGAIN AND AGAIN? WHERE IS THE BEAUTY IN THAT?	Questions, Objections, or Cons ALL OF THAT IN ORDER TO MAKE A GAME THAT EVEN A MONKEY COULD PLAY.

Figure 18.1: Devil's advocate. Source: Participant G.

In a participants' journal (Figure 19), dated on August 24th, there were identified some key concepts such as: *structure, argument, experiences, debate of a controversial topic and exchange*

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others' opinions as important constructs, considering that organize information and contrast their ideas are part of this category as it can be observed by participant H and D:

After the session concludes, list some details in the first two columns. Fill in the last column after having a moment to reflection.

Topic: The class		
Why is this information important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
The information which teachers gives in class was important because the information has a lot of vocabulary or unknow topics. These are important because we have the opportunity exchange others opinions and show it my self.	I found this information through the teachers explanations because they did an activity which consist of debate about a controversial topic like abortion.	I hope to remember the structure about how to make an argument.

Figure 19: Journal 2. Source: Participant H.

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KWL Chart (S)

After the session concludes, list some details in the first two columns. Fill in the last column after having a moment to reflection.

Topic:		
Why is this information important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
because, we must to improve our vocabulary with exercises like listenings, Reading and another	Activities = new vocabulary on listenings and some information about new vocabulary	the experiences that we had trying to find some words in the listening exercises

Figure 19.1: Journal 2. Source: Participant D.

In a participants' second interview (annex I) dated on August 24th, which consisted in 5 relevant questions aimed to provide more substantial information, here are presented some highlighted answers in relation to the gist of this category which is applying and analyzing:

First question (Figure 20) was "What is critical thinking?" and participants answered something different than in the previous interview. They highlighted: taking into account *points of view* and *perspectives* based on that, analyze and make an objective revision *looking for the why*, are closely related to Catching up Thoughts.

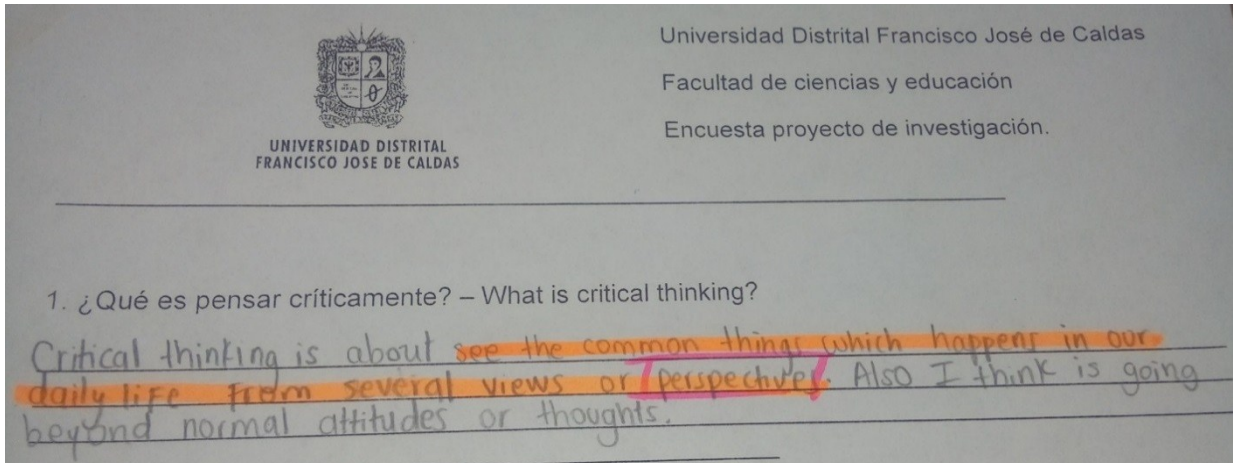


Figure 20: Interview 2. Source: Participant H.

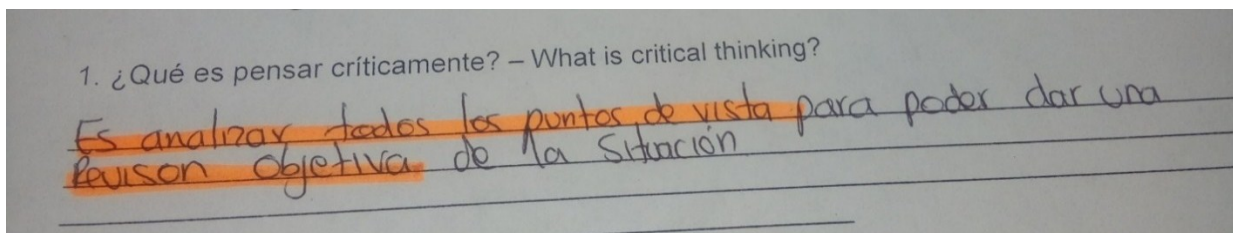


Figure 20.1: Interview 2. Source: Participant A.

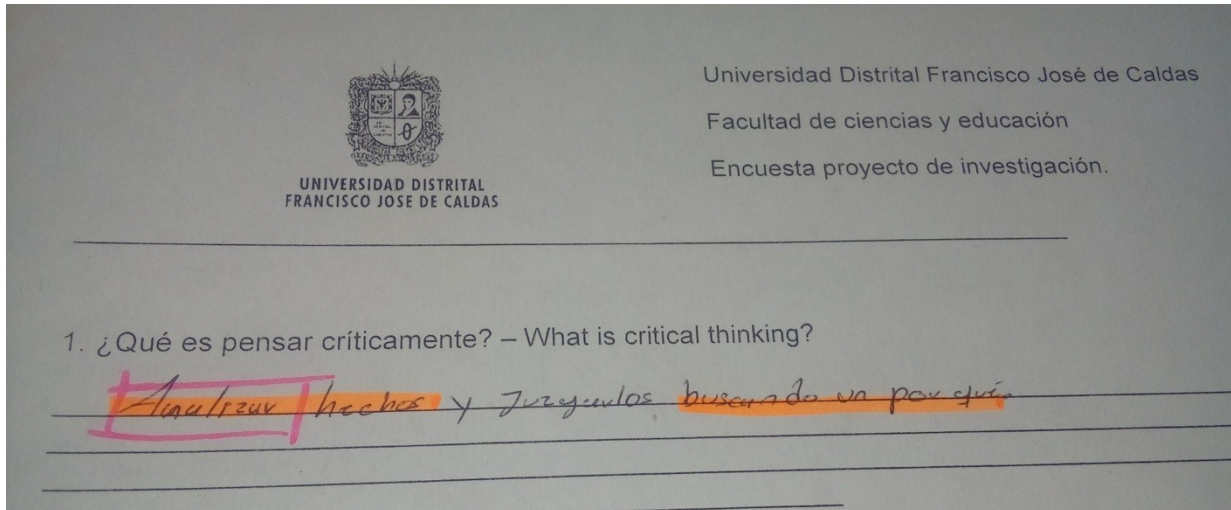


Figure 20.2: Journal 2. Source: Participant D.

The second question was “What to do after critical thinking?” The participant H answered: *apply my thoughts*, the Participant G referred to *take actions with the analysis you already did*, and the participant A suggested to *make a plan* as action after critical thinking or critically think. The third question was “How is critical thinking evident?” (Figure 21) and they said by *sharing different ideas, when a person analyzes each situation, being empathy, making a contrast of ideas*. These key words describe the second category corresponding to applying and analyzing.

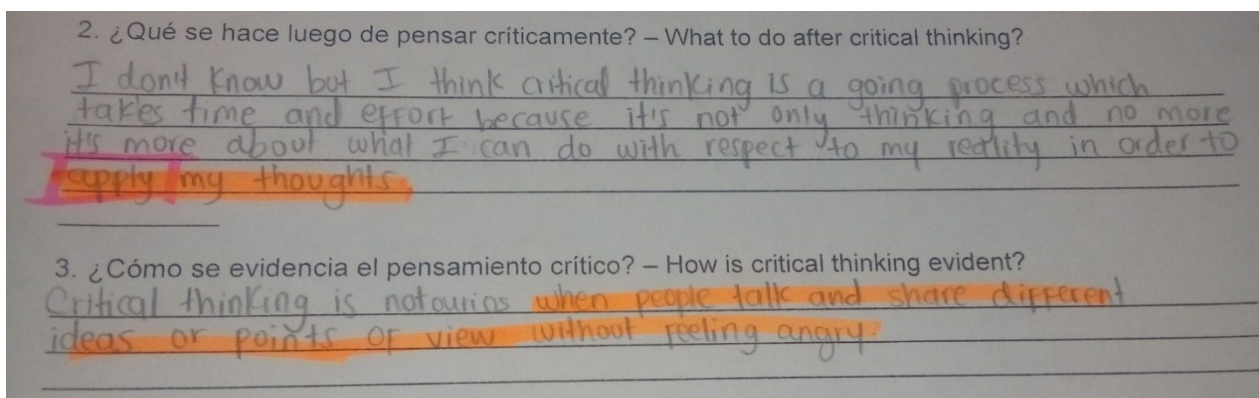


Figure 21: Interview 2. Source: Participant H.

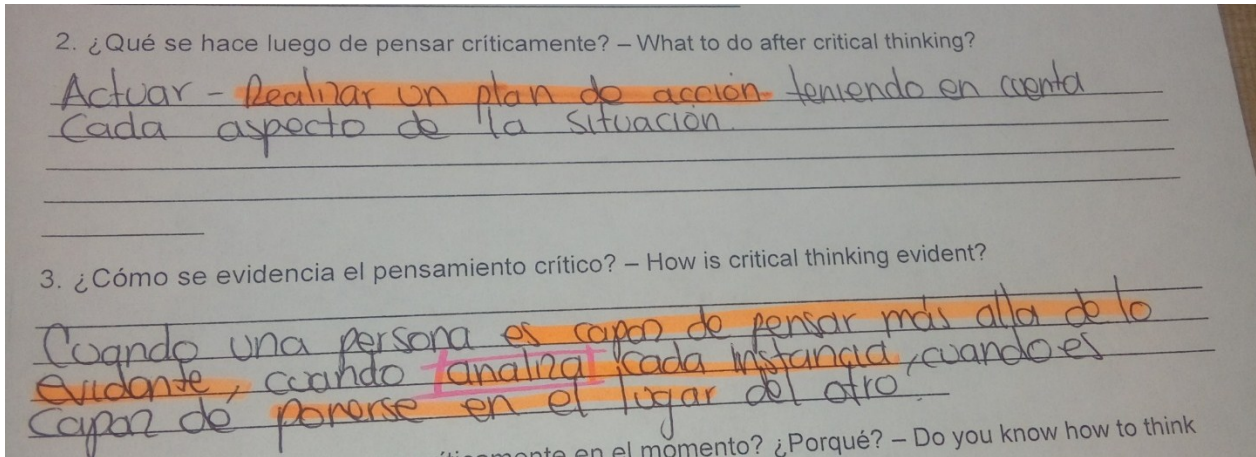


Figure 21.1: Interview 2. Source: Participant A.

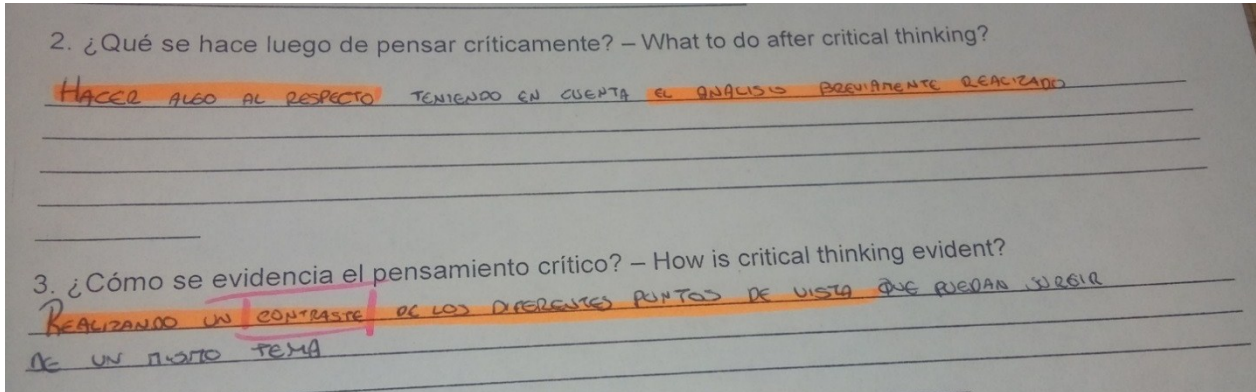


Figure 21.2: Interview 2. Source: Participant G.

The fourth question was “Do you know how to think critical right now, why?” (Figure 22) Some of the participants answered positively. Participant G argued as depending on the *previous knowledge interesting topics* and Participant I affirmed *throughout arguments they had in class* but the Participant A answered negatively as to the *emotional aspect could interfere in the objectivity*; at this part of the project participants already know what qualities distinguish a critical thinker. Fifth question was “According to what you have learned until now, do you think society thinks critically about debatable topics? Why?” (Figure 22) when they answered to this question related to society and not individually, they mentioned many important aspects to enrich Catching up

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Thoughts, due to students applied and analyzed such as the Participant G, who suggested that *people are not familiarized with sharing ideas*, Participant I said that *academic people think critically in academic aspects and ordinary people are not interested about critical thinking*. And Participant A pointed out that *people's interests make lose objectivity*.

4. ¿Cree saber cómo pensar críticamente en el momento? ¿Porqué? – Do you know how to think critical right now? ¿Why?
DEPENDIENDO DE SI TENGO ALGUN CONOCIMIENTO SOBRE EL TEMA O SI ES DE MI INTERES

5. De acuerdo a lo realizado hasta el momento, ¿cree que se piensa críticamente en la sociedad respecto a temas de debate? ¿Porqué? – According to what you have learned until now, do you think society thinks critically about debatable topics? ¿Why?
NO, TENIENDO EN CUENTA QUE NO SE HAN REALIZADO DEBATES UN POCO MAS A PROFUNDIDAD.

Figure 22: Interview 2. Source: Participant G.

4. ¿Cree saber cómo pensar críticamente en el momento? ¿Porqué? – Do you know how to think critical right now? ¿Why?
YES, THROUGH OUT THE ARGUMENTS WE'VE HAD IN CLASS

5. De acuerdo a lo realizado hasta el momento, ¿cree que se piensa críticamente en la sociedad respecto a temas de debate? ¿Porqué? – According to what you have learned until now, do you think society thinks critically about debatable topics? ¿Why?
WHEN THE TOPIC IS IN AN ACADEMICAL CONTEXT, YES. BUT WHEN WE TALK ABOUT ORDINARY PEOPLE, NO. THERE ISN'T ENOUGH INTEREST.

Figure 22.1: Interview 2. Source: Participant I.

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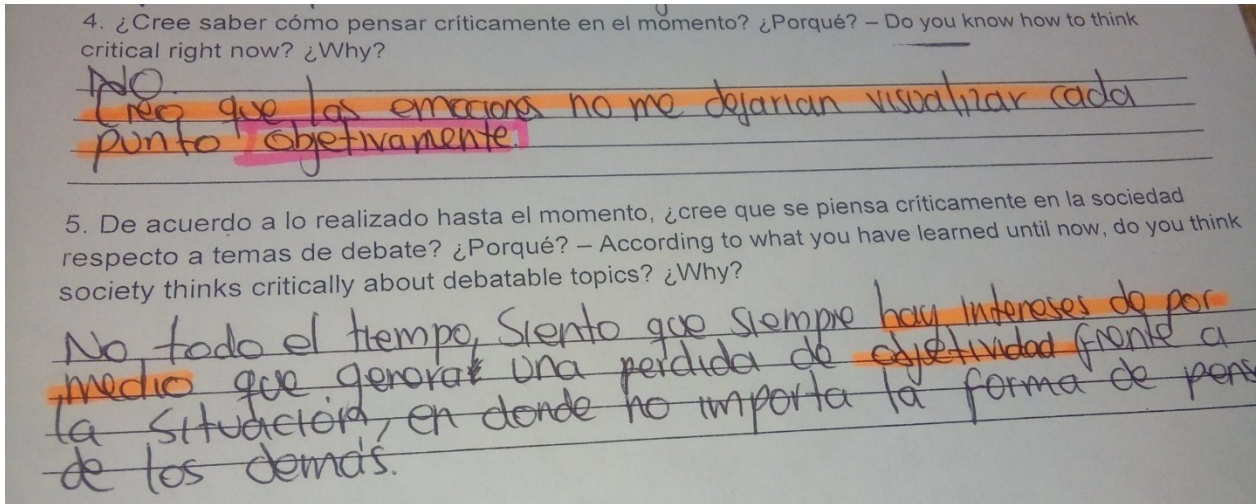


Figure 22.2: Interview 2. Source: Participant A.

What processes were difficult to carry out in relation to applying and analyzing?

One of the complications observed was that most of the participants had difficulties to achieve conclusions about the topic, because when they tried, the result was often another detail and not really a conclusion or in this case, the Participant G (Figure 23) did not even try to connect the ideas in order to make a conclusion answered: *if you didn't want kids, abortion is the best option*, but in the details the arguments did not refer to the women's wish.

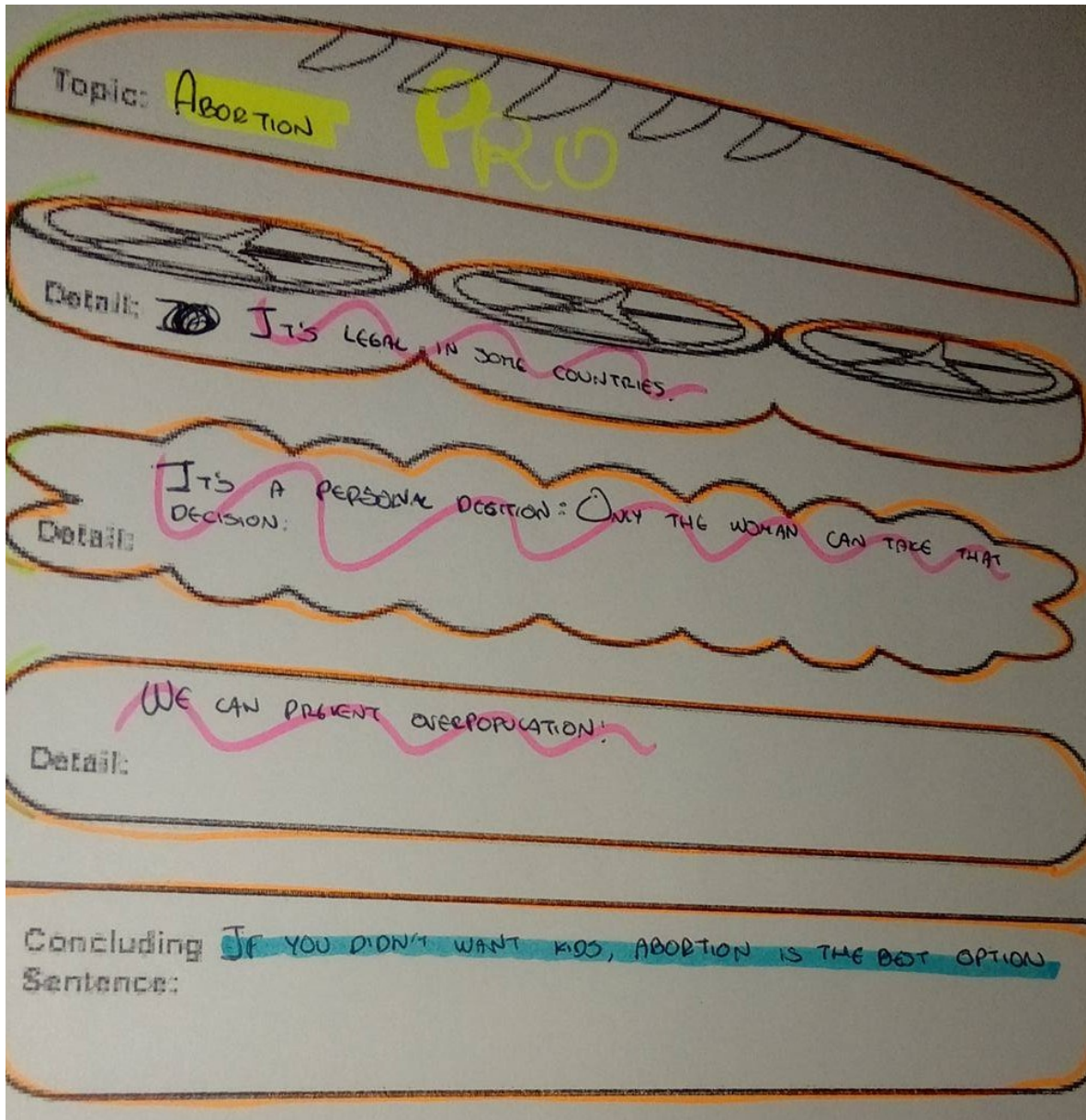


Figure 23: Argumentative sandwich. Source: Participant G.

One of the complications observed was that there were some difficulties working as a group since they struggled to follow the idea of the activity and it can be assumed that it could be related

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to the language (vocabulary) or the activity did not appeal to the participants. For example, Participant A (Figure 24) did not fill the squares.

Devil's Advocate, you are going to practice this skill by reading Juliet's Guide to Improving Sports and use the strategies that you learned in the "Devil's Advocate" handout to raise questions and objections to the proposals outlined in the article.

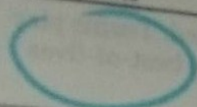
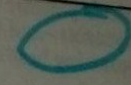
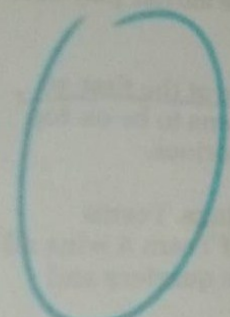
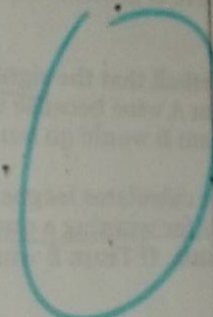
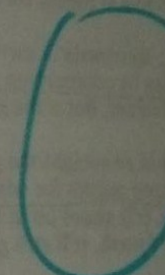
Baseball	Basketball	Football	Soccer
Problem America's pastime	Problem Reversals or failure	Problem The ball is in play just 11 minutes	Problem The hardest to make the goals
Proposal Inflate the value of each individual game	Proposal Change the way in which league standing	Proposal Reduce dead time	Proposal Take in mind the difficulty of make goals
Benefits 	Benefits get points all the teams to can be in the ranking	Benefits The people can watch more play	Benefits 
Questions, Objections, or Cons 	Questions, Objections, or Cons 	Questions, Objections, or Cons That you don't actually watch much football	Questions, Objections, or Cons 

Figure 24: Devil's advocate. Source: Participant A.

What did students achieve to do in this category?

Participants made inferences of different articles from different authors and then used them to support their arguments, they also wrote their own ideas about the topic, put all that information to use during the development of the debate as it could see by the Participant F (Figure 25).

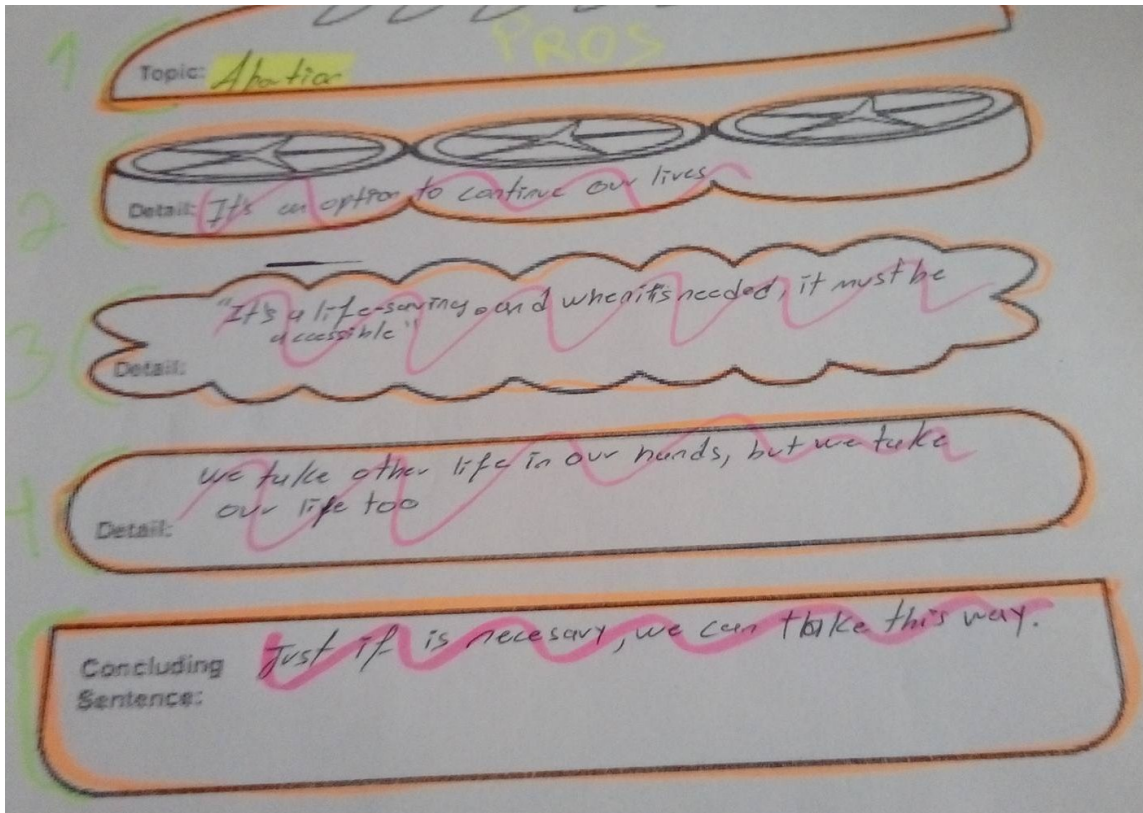


Figure 25: Argumentative sandwich. Source: Participant F.

What multimodalities were used to strengthen learning?

The multimodalities used here were a graphic organizer structured by a topic, three details and a concluding sentence in sandwich shape (annex G); this in order to facilitate the consolidation of the information necessary for the debate. Moreover, for the other activity, participants organized

their ideas in a chart (annex J) as a tool divided in: sport, problem, proposal, benefits, questions, objections or cons.

What topics are addressed?

Abortion (in favor - against). Compare and contrast information.

Getting over the Mind

What critical thinking steps in relation to evaluating and creating were participants involved in?

Bloom's taxonomy proposes that the next steps on the pyramid for critical thinking are evaluating and creating. Thus, evaluating involves presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Its characteristics include: judgments in terms of internal evidence and Judgments in terms of external criteria.

This is highlighted on the participants' justification; judgment and arguing about the plot of the video (annex K). In this way, they had to critique the major conflict in the video, argue how the conflict was solved and select information in order to contrast it with real life situations as it can be observed in the next examples (Figure 26) The Participants I and A described the problem as a *social media manipulation*. The possible solutions are: *thinking carefully and be aware about the use*. Their opinion about teens dealing with this kind of problems was that: *they tend to get drown in one thought*. It refers to the prioritization of one single issue happening at the time, without considering further actions or situations that could possibly happen as consequence or some other things that may affect the current issue at hand. The participant I, described the main characters as

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rude, insecure and honest. Following with the questionnaire, Participant I, was sure the teen exaggerate or stereotype in the show. Also, Participant I found out positively and negatively portrayed in the characters giving some examples. Finally the Participant I, definitely did not want to be like any of characters because *they are out of their mind.*

Questions:

1. Describe a major problem or conflict that the teens face on this show.
THE PROBLEMS SOCIAL MEDIA GIVE US AND HOW THE TRUTH IS HANDLED
2. How is the problem or conflict resolved?
BY THINKING CAREFULLY ABOUT THE TOPIC.
3. In your opinion, is this the real way teens deal with this kind of problem or conflict? Why or why not?
NO, MOST OF THEM JUST GET DROWN IN ONE THOUGH AND THAT'S IT.
• RUDE • INSECURE
4. Describe the main character(s) in the show. • HONEST •
5. Are the teen characters exaggerated or stereotyped in this show? In what way?
YES, THEY ARE EXAGGERATED BY MAKING THEM LOOK DUMBER THAN THEY ARE
6. Are there characters that are portrayed positively?
YES, LIKE THE GIRL THAT TALKED WITH KARTMAN
7. Are there characters that are portrayed negatively?
YES, THE POLITICIANS
8. Would you want to be like any of the characters portrayed on the show? Why or why not?
NO, THEY ARE OUT OF THEIR MIND.

Figure 26: Media questionnaire. Source: Participant I.

Questions:

1. Describe a major problem or conflict that the teens face on this show. problems with the media
2. How is the problem or conflict resolved? be aware about the use of that.
3. In your opinion, is this the real way teens deal with this kind of problem or conflict? Why or why not? yes because we are in a media age and some people don't know about that what is the best way
4. Describe the main character(s) in the show. to use that.

Figure 26.1: Media questionnaire. Source: Participant A.

At the top of the pyramid, creating involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole. Its characteristics include: production of a unique communication, production of a plan, or proposed set of operations and derivation of a set of abstract relations.

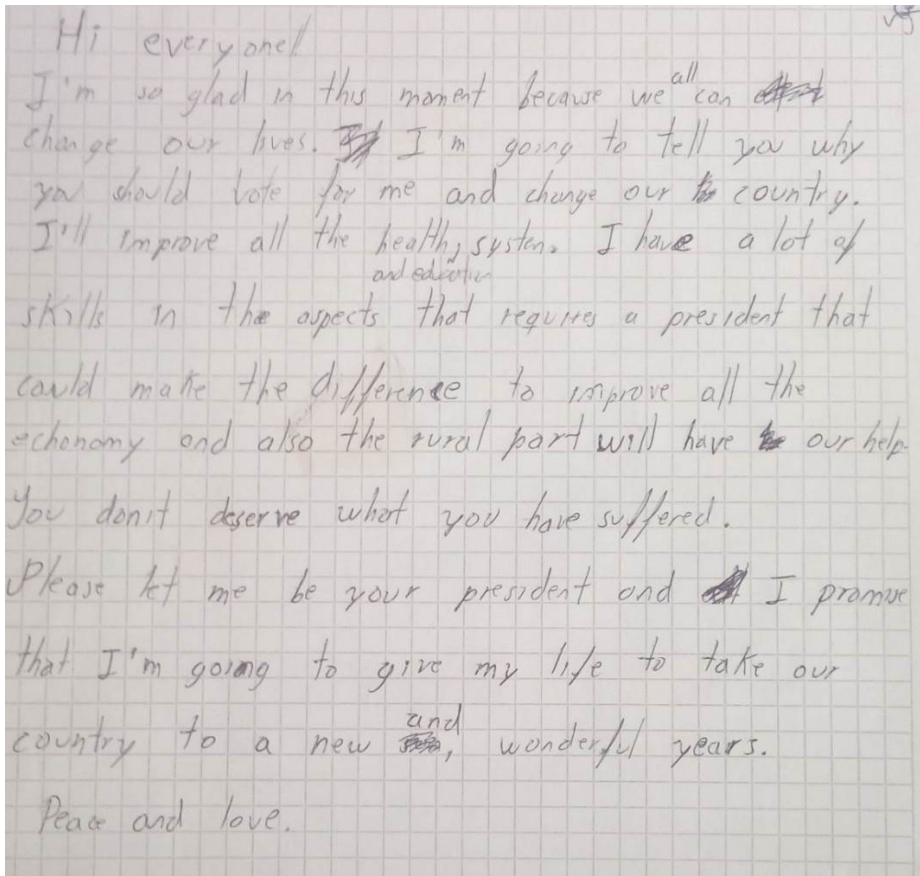
Taking into account the steps for this part of the category, participants were shown a guideline which included the introduction; shape the content of the speech and the ways to deliver a speech. For them to conjecture how to formulate, design, construct and assemble their speeches.

Participant D, created the following speech (Figure 27):

Hi everyone! I'm so glad in this moment because we all can change our lives. I'm going to tell you why you would vote for me and change our country. I'll improve all the healthy system and education. I have a lot of skills in the aspect that requires a president that could make the difference to improve all the echonomy and also the rural part will have our help. You don't deserve what you have suffered. Please let me be your president and I promise that I'm going to give my life to take our country to a new and wonderful years.

Peace and love.

Figure 27: Transcription. Source: Participant D

A photograph of a handwritten speech on a piece of grid paper. The handwriting is in cursive and somewhat messy. The text is as follows:

Hi everyone!
I'm so glad in this moment because we all can ~~at~~
change our lives. ~~By~~ I'm going to tell you why
you should vote for me and change our ~~to~~ country.
I'll improve all the health, system. I have a lot of
skills in the aspects that requires a president that
could make the difference to improve all the
economy and also the rural part will have ~~to~~ our help
you don't deserve what you have suffered.
Please let me be your president and ~~at~~ I promise
that I'm going to give my life to take our
country to a new ~~and~~ ^{and} wonderful years.
Peace and love.

Figure 27: Speech. Source: Participant D.

Participant L made this speech:

Lil sons:

Today, is our day, is time to take our own way, our own lifes, I'm just a man, but together we can be a force, a new town, a new country, I don't believe in guns, I believe in the people, in our parents, our friends and our sons, this is my drups, but I can't make oceans, choose me to make a new country together, without guns, with books, maybe I'm not the other candidates, but I want move job improve our quality of life, as I said, this is my drop but I can't make oceans alone.

Thank you for your time.

Figure 27.1: Transcription. Participant L.

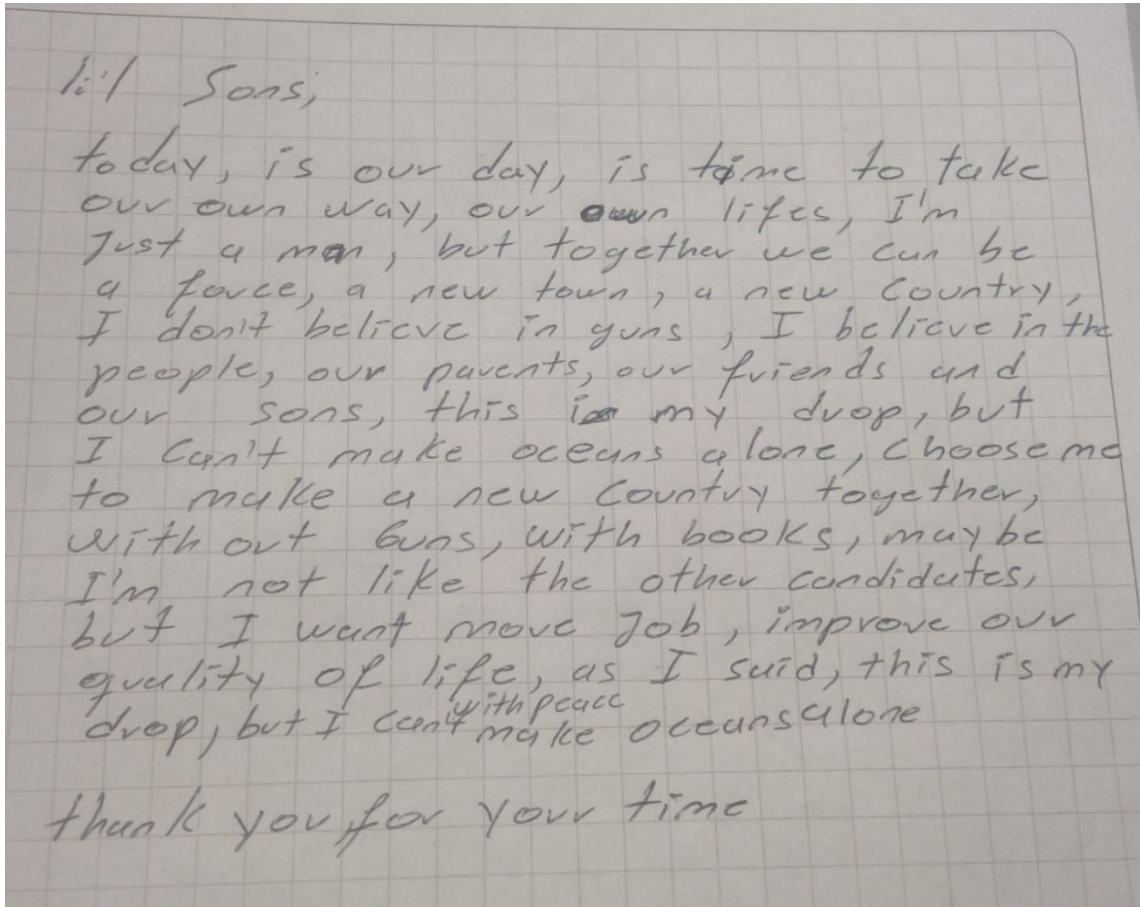


Figure 27.1: Speech. Source: Participant L.

Based on this, Participant D and L were able to make a production of a unique communication, articulate, plan, and built a presidential candidate speech in order to enrich the final category Getting Over the Mind.

By way of completing the third category, the participants had to evaluate their peers through a persuasive rubric speech (Figure 28) where it is reflected by means of categories what they perceived of each speech as it can be seen below:

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As you listen to the speech, circle the number for each category (Introduction, Content, Delivery, Conclusion, Overall) that you think best describes how that part of the speech went. Add up your numbers and write the total score at the bottom of this page.

	4	3	2	1
Introduction	The first few lines of the speech really got my attention and made me want to listen.	The first few lines of the speech got my attention and I was curious to hear the rest.	The first few lines didn't really get my attention and I wasn't sure if I wanted to hear more. ✕	The first few lines of the speech did not get my attention and I did not want to hear more.
Content	The speech focused on one or two major issues and described those issues thoroughly.	The speech focused on one or two major issues, but did not fully explain them.	The speech focused on more than two issues and did not fully explain them. ✕	The speech was unclear and did not explain any of the issues thoroughly.
Delivery	The speaker spoke in a loud, clear voice and was expressive.	The speaker was loud and clear, but not very expressive.	The speaker was hard to hear at times and not expressive. ✕	I could not hear or understand the speaker.
Conclusion	The end of the speech was exciting and lively.	The end of the speech was somewhat exciting and lively. ✕	The end of the speech was not very exciting or lively.	The end of the speech was not exciting or lively at all.
Overall	The speech was exciting and informative and really made me want to vote for this person.	The speech was informative and somewhat exciting and I might vote for this person. ✕	The speech was not very informative or exciting and I probably wouldn't vote for this person.	The speech made me not want to vote for this person.

Total score: 12

Figure 28: Persuasive speech rubric. Source: Participant B.

PERSUASIVE SPEECH RUBRIC

As you listen to the speech, circle the number for each category (Introduction, Content, Delivery, Conclusion, Overall) that you think best describes how that part of the speech went. Add up your numbers and write the total score at the bottom of this page.

	4	3	2	1
Introduction	The first few lines of the speech really got my attention and made me want to listen. ✓	The first few lines of the speech got my attention and I was curious to hear the rest. ✓	The first few lines didn't really get my attention and I wasn't sure if I wanted to hear more.	The first few lines of the speech did not get my attention and I did not want to hear more.
Content	The speech focused on one or two major issues and described those issues thoroughly. ✓	The speech focused on one or two major issues, but did not fully explain them. ✓	The speech focused on more than two issues and did not fully explain them.	The speech was unclear and did not explain any of the issues thoroughly.
Delivery	The speaker spoke in a loud, clear voice and was expressive. ✓	The speaker was loud and clear, but not very expressive. ✓	The speaker was hard to hear at times and not expressive.	I could not hear or understand the speaker.
Conclusion	The end of the speech was exciting and lively. ✓	The end of the speech was somewhat exciting and lively. ✓	The end of the speech was not very exciting or lively.	The end of the speech was not exciting or lively at all.
Overall	The speech was exciting and informative and really made me want to vote for this person. ✓	The speech was informative and somewhat exciting and I might vote for this person. ✓	The speech was not very informative or exciting and I probably wouldn't vote for this person.	The speech made me not want to vote for this person.

Total score: 16

Figure 28.1: Persuasive speech rubric. Source: Participant E.

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On the third category, participants were meant to foster and exercise their evaluating and creating abilities; at the end of the session, participants reported on their journal (Figure 29) dated on September 11th ideas as follow: for the question “Why is this information important?”, “where did I find this new information?” and “Something I hope to remember” the Participants K, F, I’s highlighted answers were: *elaborate, organize, create and structure a speech* through writing as it could be seen below:

RWL Chart (S)

After the session concludes, list some details in the first two columns. Fill in the last column after having a moment to reflection.

Topic: Speech.		
Why is this information important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
How elaborate and organize the ideas with the objective to make a speech	we make a speech and share with our partners	Some tips for a Public speech as make eye contact and try to identify the necessities of the audience.

Figure 29: Journal 3. Source: Participant K.

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Topic: Discourse speech		
Why is this information Important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
Because It's a way of communication and is important to know how to use it.	For a groupal activity we saw previously how to make correctly a good speech and then we write our ours.	The basic rules to create a speech. how to use correctly the words.

Figure 29.1: Journal 3. Source: Participant F.

Topic: SPEECH		
Why is this information Important?	Where did I Find this new information? (Describe the way you get the information. Eg. Activity, Task, etc.)	Something I hope to Remember
WE HAVE TO KNOW HOW TO STRUCTURE OUR SPEECH PERFORMANCE AND IMPROVE IT.	IN AN INTERACTIVE ACTIVITY MADE IN THE CLASSROOM.	THE WAY THAT YOU SHOULD EXPRESS AND BRING YOUR THOUGHTS TO OTHER PEOPLE IN ORDER TO INSPIRE THEM WITH WHAT YOU SAID OR CONVINCE THEM.

Figure 29.2: Journal 3. Source: Participant I.

To conclude this category, after the participants did their activities, they answer a final interview (annex L) dated on September 11th where it was asked to them: “Can you make a list of at least three or more aspects or processes in which critical thinking is based on?” (Figure 30)

Participant A proposed three main aspects in critical thinking: *take decisions, take into account other points of view, arguments*. Participant I suggested: *arguments, examples, different points of view*. In that way participants showed the top of the pyramid corresponding to evaluating and creating called Getting Over the Mind due to it is related to constructs, design, argue and develop an idea.

“Do you think that you already dominate critical thinking and how could you demonstrate it?”

Participant A and B were not sure about dominating critical thinking and demonstrate it, but now they feel close to the bases to do it.

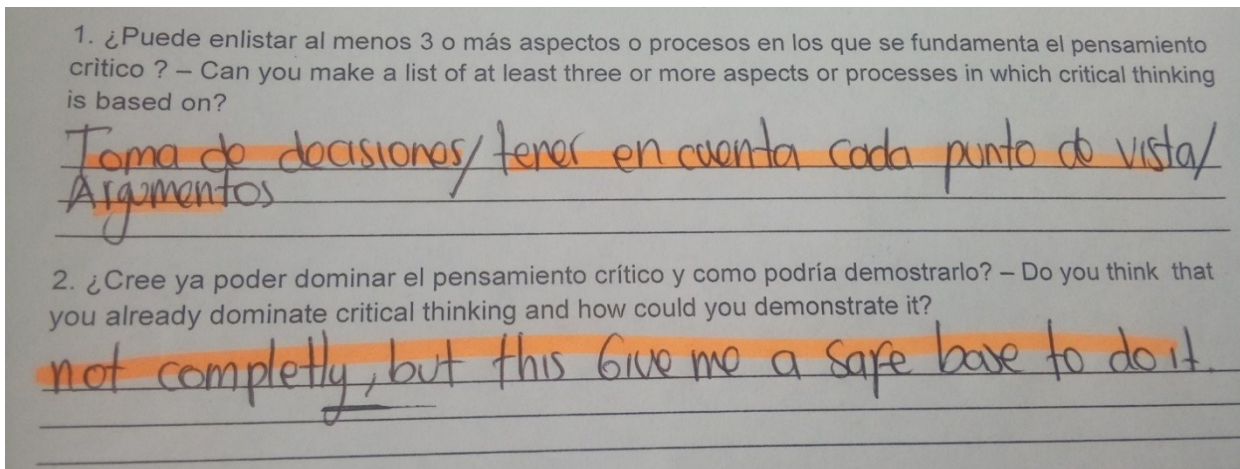


Figure 30: Interview 3. Source: Participant A.

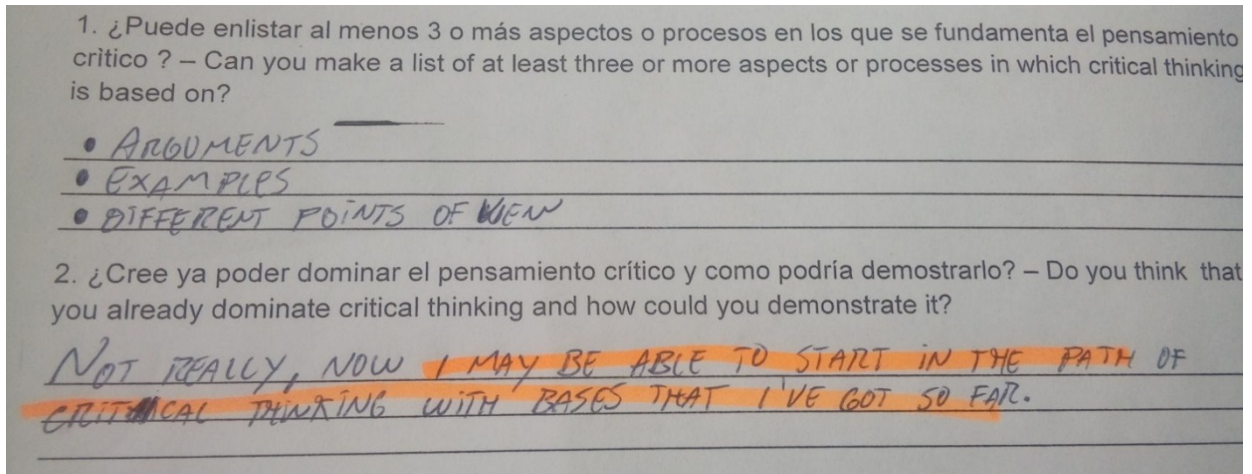


Figure 30.1: Interview 3. Source: Participant I.

For the next questions: “do you think that critical thinking is useful, and can you explain?”(Figure 31) Participant B affirmed that *critical thinking helps to make an objectivity seen*. Participant I answered *a critical thinker can judge something taking into account points of view*. The second question was: “Did the activities help you to develop critical thinking or any other abilities? Why? Participant B concluded with the advantages of critical thinking implemented in education, that could be *understand, analyze, and evaluate in order to foster future critical actions*. On the other hand, for Participant I, the activities *helped to achieve knowledge*. These abilities are described and attached to the process.

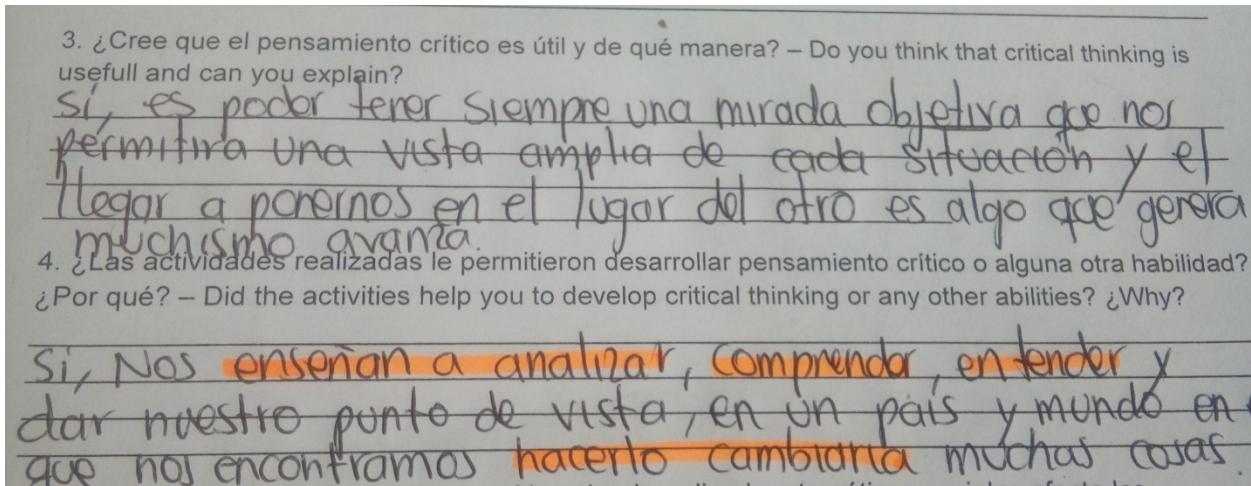


Figure 31: Interview 3. Source: Participant B.

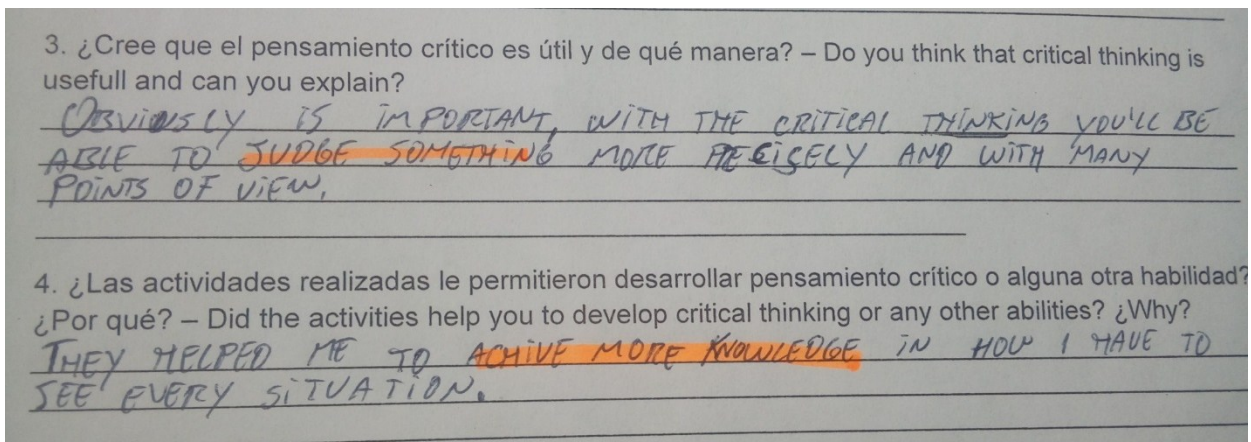


Figure 31.1: Interview 3. Source: Participant I.

And the last question was: “how do you think that applying critical thinking to social issues debates, affect those discussions?” (Figure 32), Participant I answered that: *critical thinking would take those discussions to a next level, where every aspect will be on the discussion in order to make them professional.* Participant C said that *it is evidenced in our conclusions and ideas because those are the result of previous experience.*

As a conclusion with this final interview, participants realize that taking others points of view, share information, opinions and judgments are able to act as a critical thinker due to those constructs open mind to take decisions, solve problems and take actions.

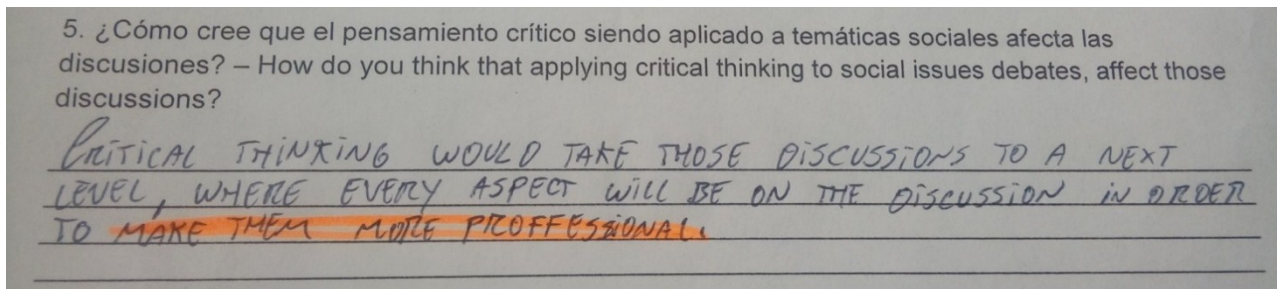


Figure 32: Interview 3. Source: Participant I.

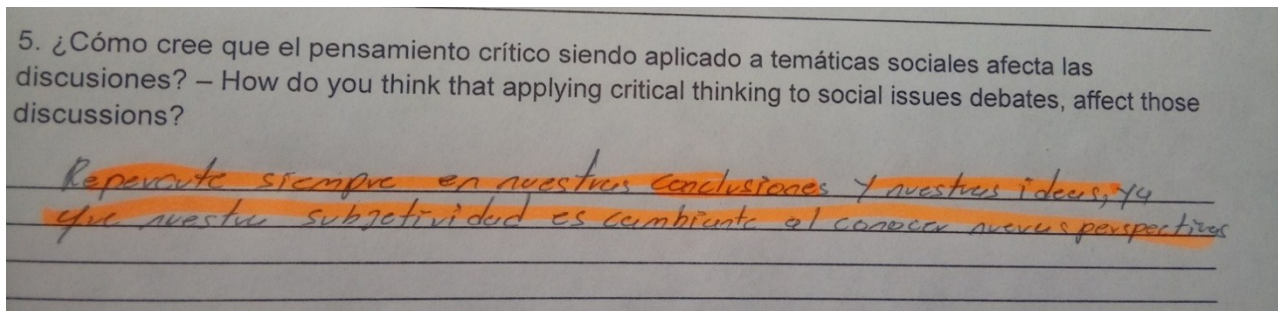


Figure 32.1: Interview 3. Source: Participant C.

What processes were difficult to carry out in relation to evaluating and creating in this category?

One of the difficulties observed was that one of the participants expressed her decision of not watching TV programs; another difficulty was that most of them did not solve the worksheet about TV shows as Participant A (Figure 33).

TV program: South Park Channel or network: MTV Time show started: _____ ended: _____

Questions:

1. Describe a major problem or conflict that the teens face on this show. problems with the media.
2. How is the problem or conflict resolved? be aware about
3. In your opinion, is this the real way teens deal with this kind of problem or conflict? Why or why not? the use of that.
4. Describe the main character(s) in the show. yes, because we are in a media age and some people don't know about that what is the best way to use that.
5. Are the teen characters exaggerated or stereotyped in this show? In what way? _____
6. Are there characters that are portrayed positively? _____
7. Are there characters that are portrayed negatively? _____
8. Would you want to be like any of the characters portrayed on the show? Why or why not? _____

Figure 33: Media questionnaire. Source: Participant A.

For the speech activity, one problem was that they were not confident enough to do public speaking so it took a while to record their speeches.

What did students achieve to do in this category?

Participants analyzed and discussed about media and their answers to the worksheet questions were a sentence long. Also based on a TV program, they described characters, situations positive and negative and problems (Participant I. Figure 34).

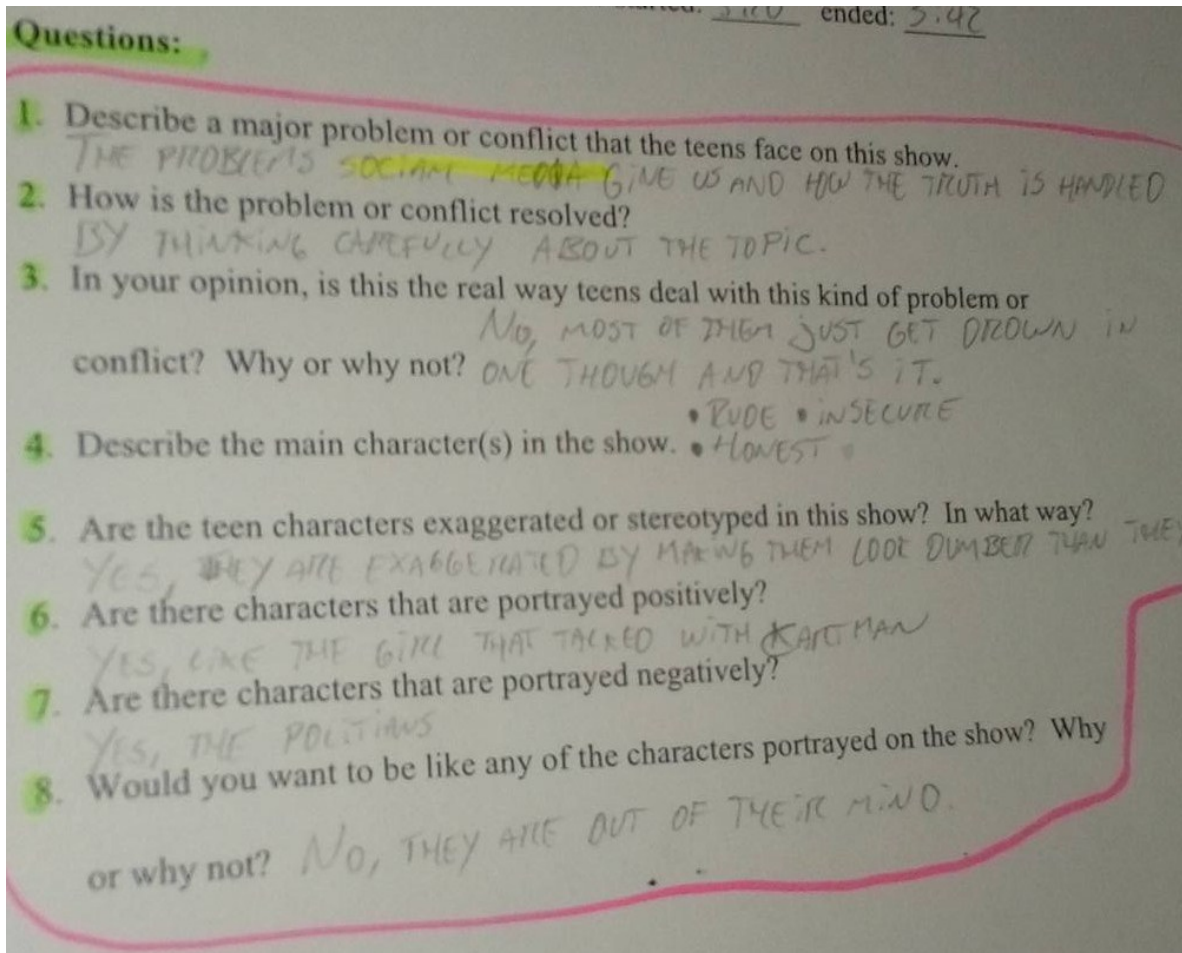


Figure 34: Media questionnaire. Source: Participant I.

They were able to create a speech (Participant D. Figure 35) with argument “I’m going to tell you why you should vote for me”, intentions “make the difference”, “improve the economy” and conclusions “let me be your president” and other speech base characteristics.

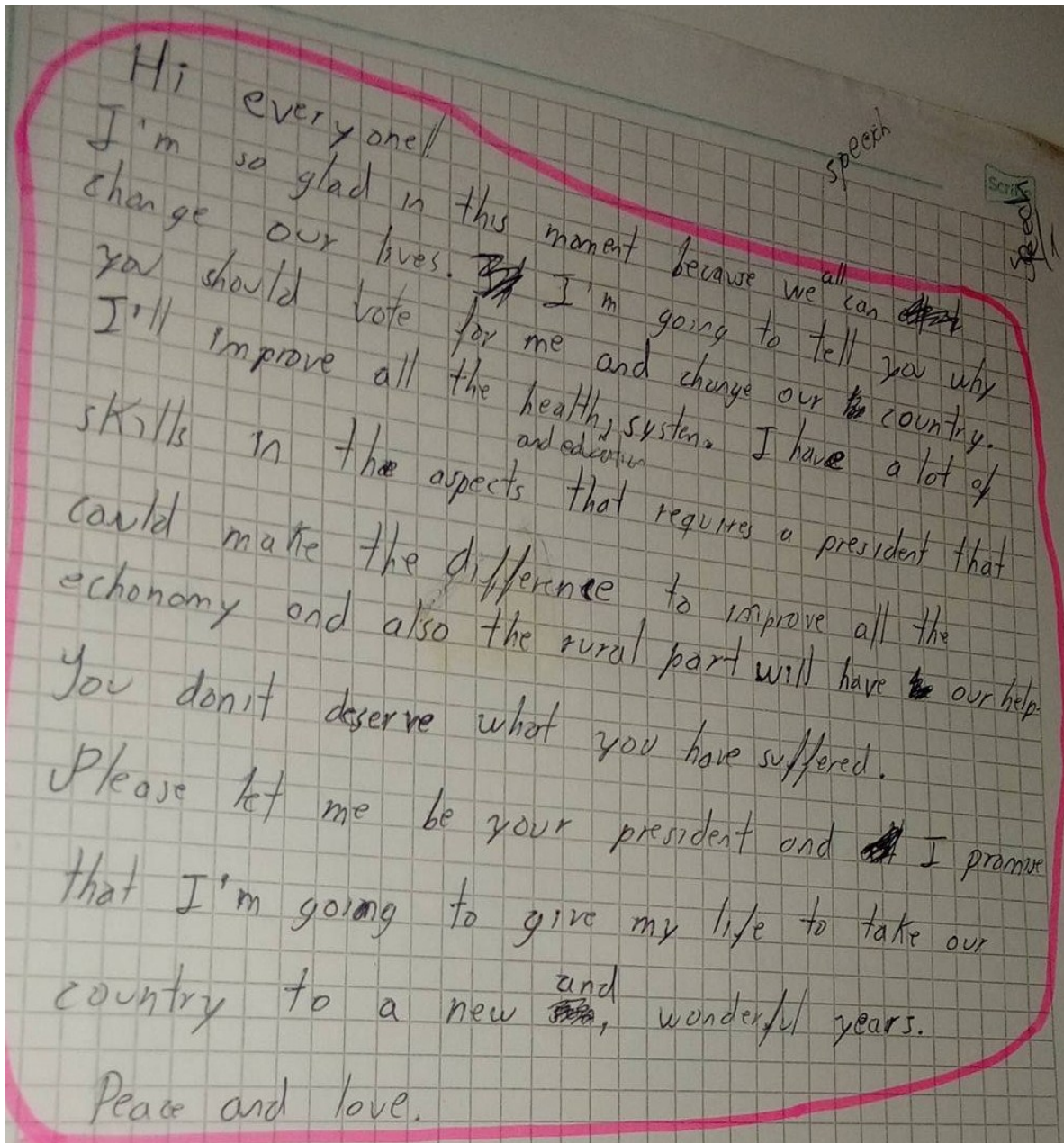


Figure 35: Speech. Source: Participant D.

What multimodalities were used to strengthen learning?

The multimodality chosen was a media observation sheet divided on three parts, the first one is directions for them follow, the second is documentation in which they place general information

about the TV program and third part is question in which the questions inquire participants about the TV program and the relationship with the real life. For the speech activity, there is a persuasive speech rubric (annex M), used by participants to circle the number for each category (introduction, content, delivery, conclusion and overall).

What topics are addressed?

Social media issues, needs and arise of awareness.

Along this process it is appreciated that participants managed to get more confidence, criteria, mental agility that permitted them to translate into written words their immediate context, this may be a positive progress in contrast to the moment prior to the implementation of the project, in which the merely developed mechanical and repetitive activities such as fill in the gaps among others.

Reflecting upon the data obtained and the analysis, it might be possible to achieve a better reception and understanding of the English or second language by students, applying some of the activities proposed on the present paper; in that way, aiming to change the atmosphere and monotony of traditional or outdated teaching techniques.

Conclusions

In order to answer the primary research question set out in chapter 1 (one), which consists on what characterization does CT takes when college students of a language program write about contextualized issues. Therefore, conclusions found are depicted along this chapter.

After the implementation of the activities developed and subsequent study and analysis of the data gathered, definitively it is identifiable that among the critical thinking sub categories that emerge when students of a third semester class of English at a public university are involved in writing practices, are those proposed on Bloom's taxonomy upgraded pyramid which are remembering, understanding, analyzing, applying, evaluating and creating.

Thus, students are able to put themselves on a hypothetical situation, besides, they can involve understanding and remembering critical thinking processes when they classify, organize, interpret, define, give descriptions and state main ideas.

Besides, students make inferences of different articles from different authors and use them to support their arguments. They also write their own ideas about a topic and put all that information to use during the development of a debate. They manage skills such as demonstrate, interpret, use and sketch which are involved on the third tier of the pyramid regarding applying process. They are able to find out some approaches very close to the ending of a text, based on brief amount of text that they are able to read; in addition use skills such as organize information, compare, distinguish, examine and test their work, these characteristics belong to the fourth tier of the pyramid which is analyzing.

Moreover they analyze and discuss about media giving their answers to the worksheet questions in an extension of like a sentence. Also, they describe characters, situations positive and negative and problems; they manage skills like select, support, judge, defend, and argue which belong to the fifth tier of the pyramid named evaluating. They are able to create a speeches with argument, intentions, conclusions and other speech based characteristics, thus using skills like design, assemble, develop and formulate, which belong to the sixth tier of the pyramid named creating.

As a final point, critical thinking characterization is depicted as an important tool for education because it gives weight to the meaningfulness of the learning processes when students write about contextualized issues; allowing them to scaffold through the different tiers proposed by Bloom and reaching an enhanced overview of many situations, just exercising the high order thinking skills that are not taken into account during what can be considered, was a limited process of writing to make a product without having a real context type of activities developed at the University.

On this way it is settled a possibility of a methodology where it is possible for students to live a different writing experience, making them able to express their own voices using a foreign language and the building of complex ideas and thinking structures overcoming typical issues in L2 learners.

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Annexes

Annex A. Consent form.



Informed Consent

Receive this invitation to participate in a study. The study is designed to look into ways to process and express critical thinking. This would help teachers better educate their students. This study is being conducted by Diana Arias and Cristian Ruda under the supervision of Prof. Fabio Bonilla, Professor of English, at Universidad Distrital Francisco José de Caldas. This study has been approved to be carried out by the University.

Description: Through the development of certain activities which require higher order thinking processes and critical thinking, the answers that you provide are going to be recorded in videotape. Afterward, your responses will be transcribed.

Participation: Your participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can refuse to participate at any time.

Confidential: Your name will not be used nor stored data on a password protected computer. Your responses will be video recorded and could possibly be presented at conferences and research symposiums. All identifying information and research collected will be destroyed in five years.

Duration: You will listen to certain instructions on the activities worth of video recordings. You will then be recorded by us. The expected duration of your participation on video recording will last as long as the activity or activities are finished.

Risks: You may feel uncomfortable being recorded. This interview will be completely voluntary. If you feel uncomfortable at any time during the interview let us know and we will immediately stop recording. We will destroy any data that you do not want us to use.

Benefits: This research benefits the field of ESL teaching both in Colombia and abroad.

Video: I understand this research will be audio recorded. Initials _____.

CONFIRMATION STATEMENT:

I have read the information above and agree to participate in your study.

Signature:

Date:

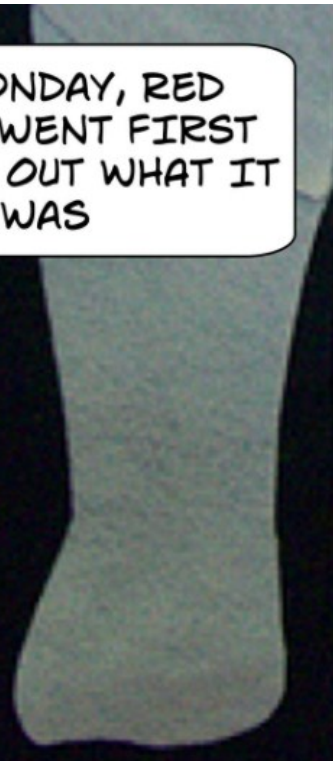
Annex B. Seven Blind Mice.

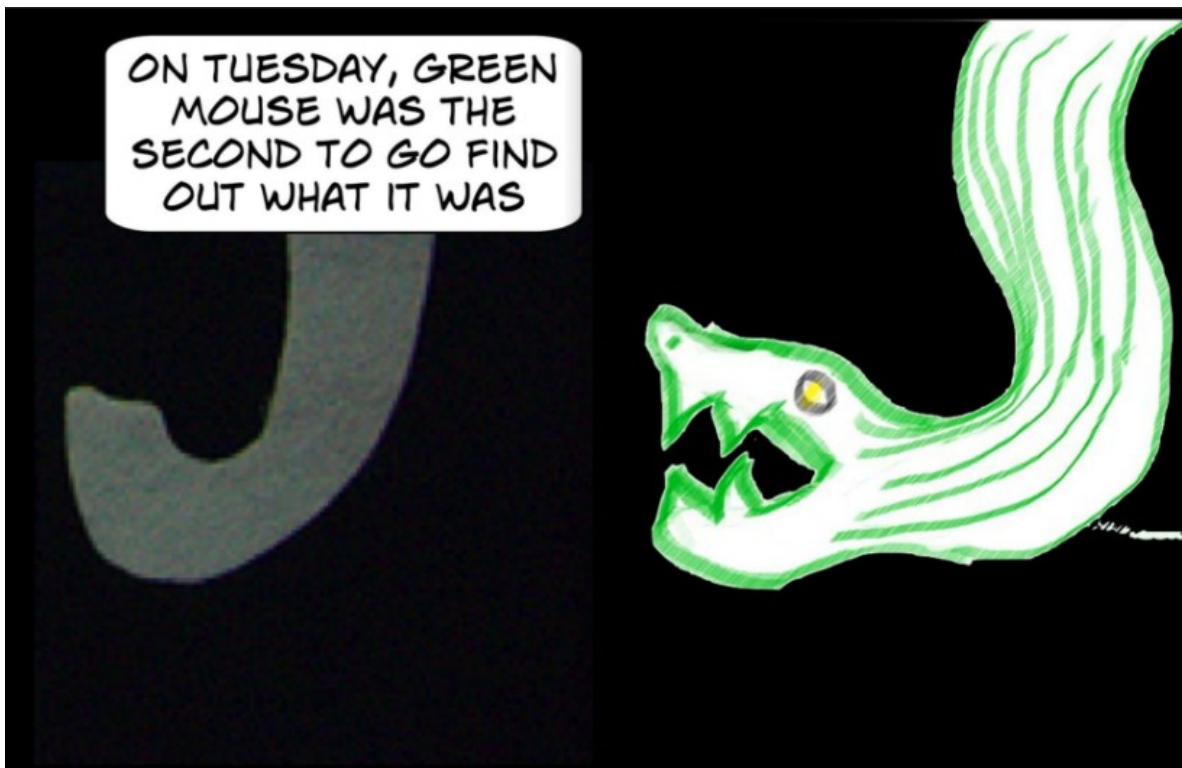
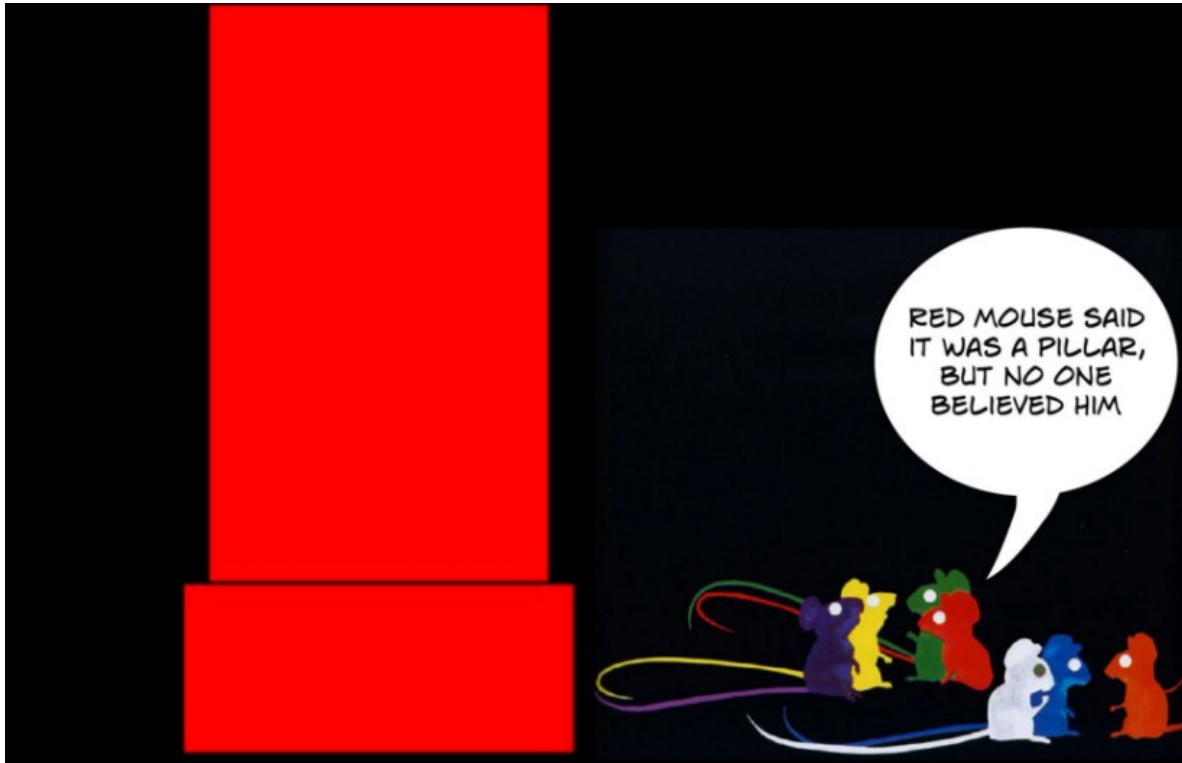
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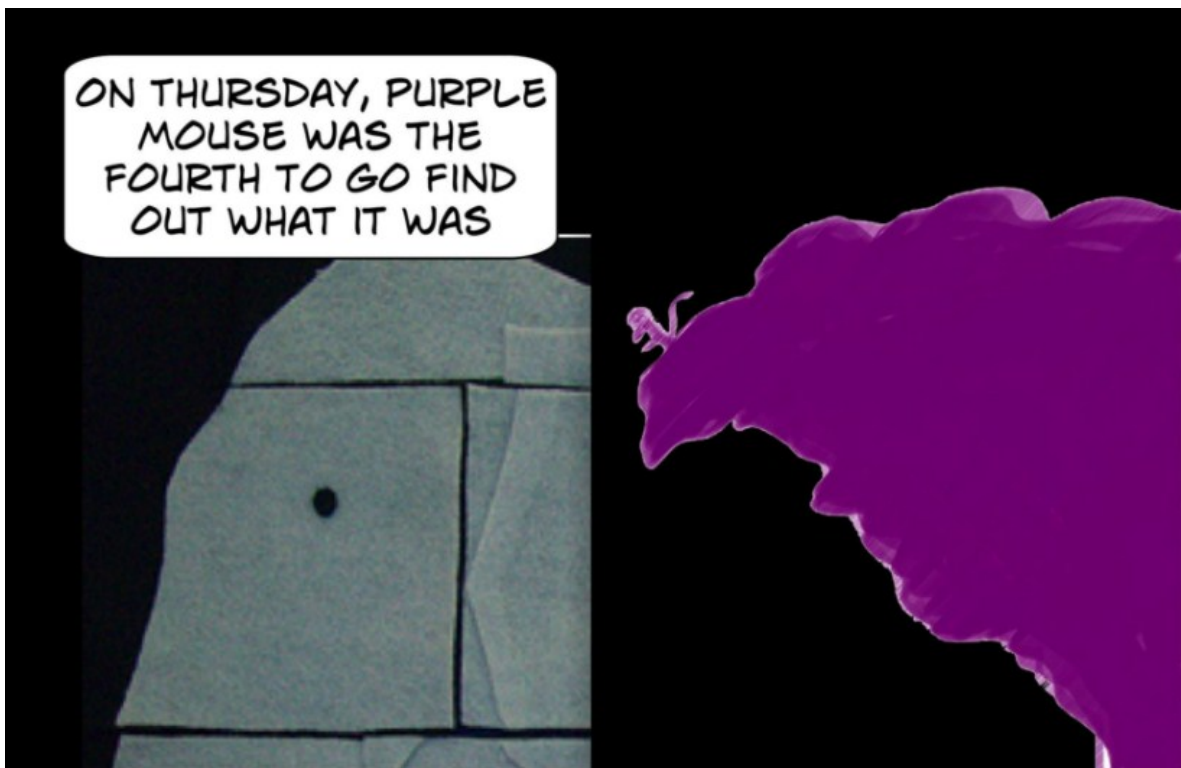
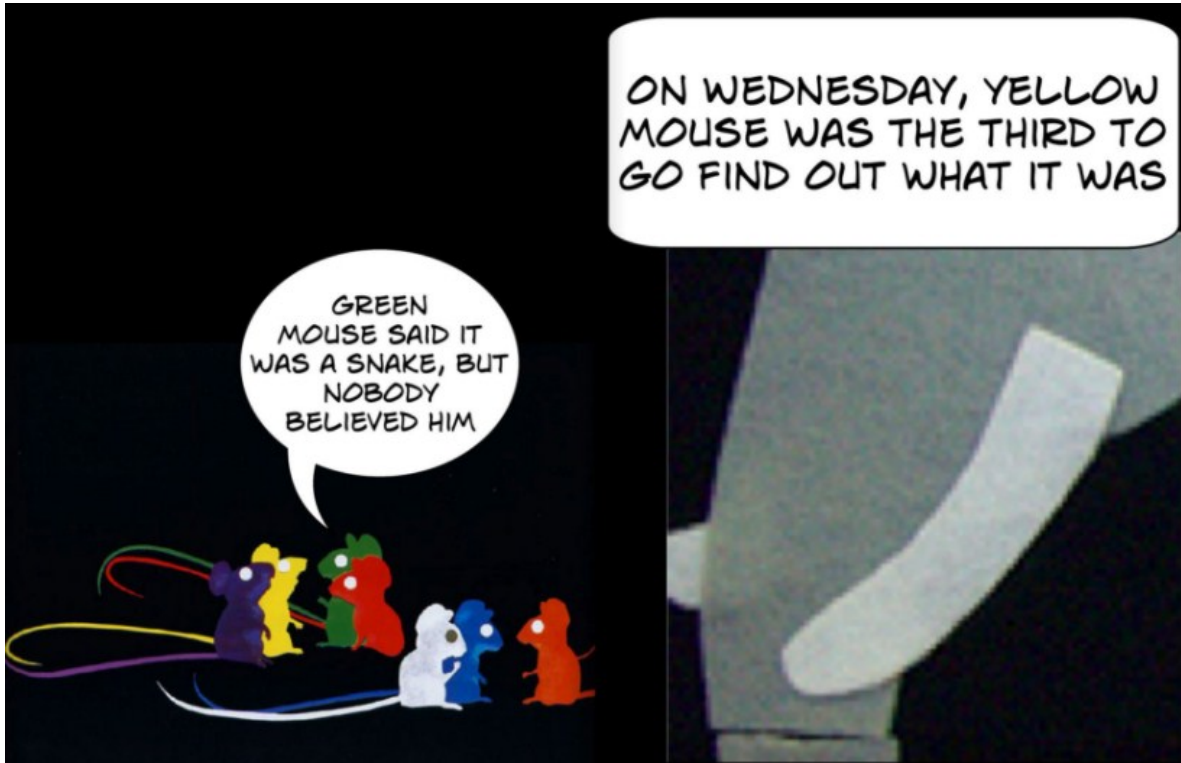


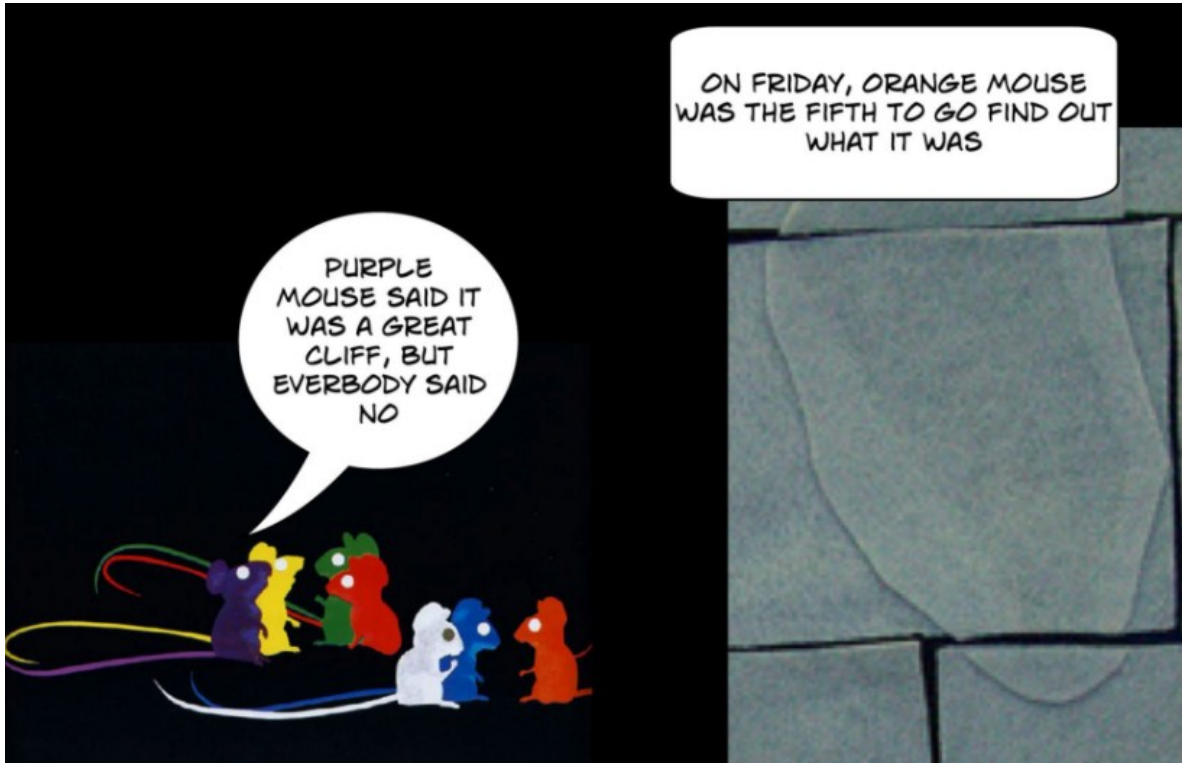
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HOME WONDERING WHAT IT
IS

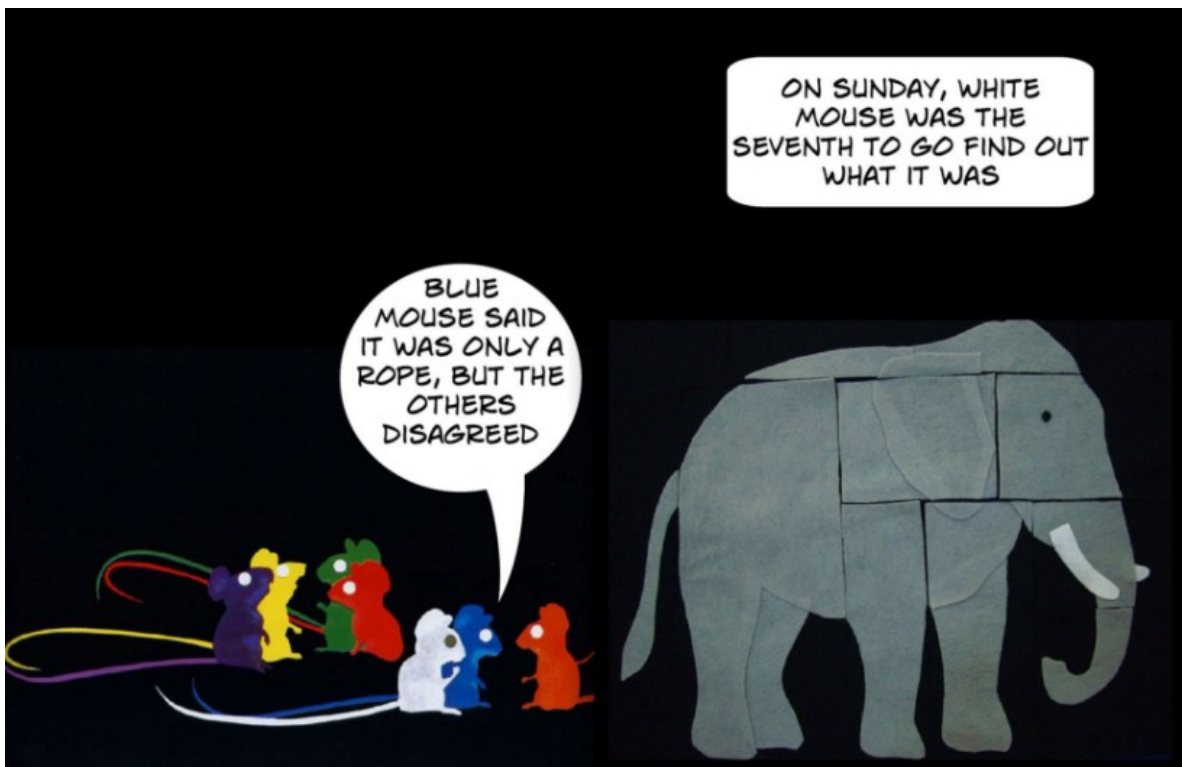
ON MONDAY, RED
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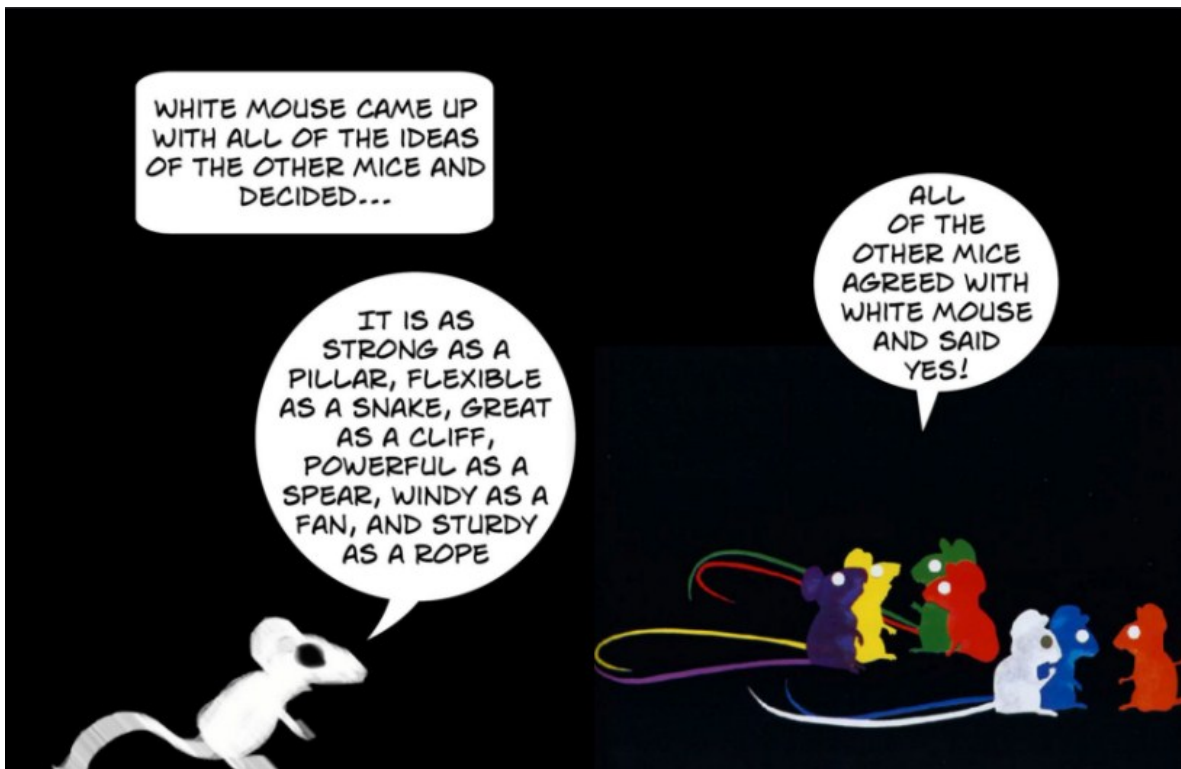
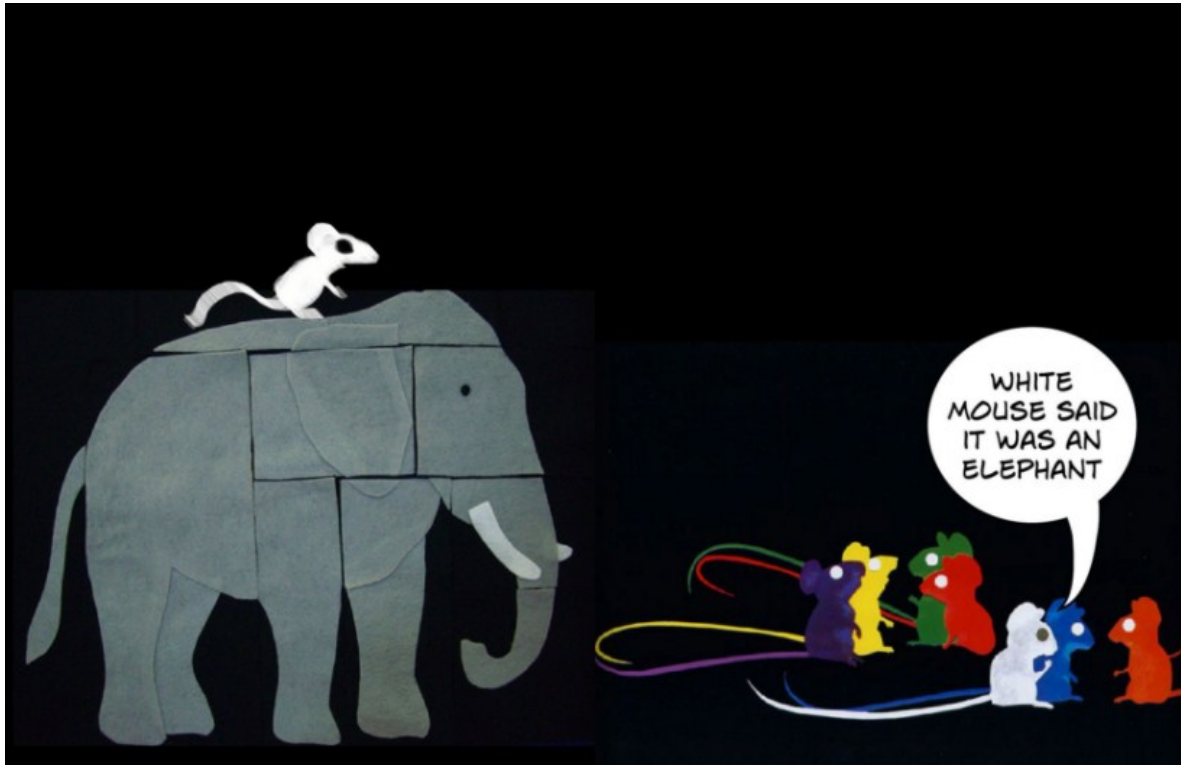






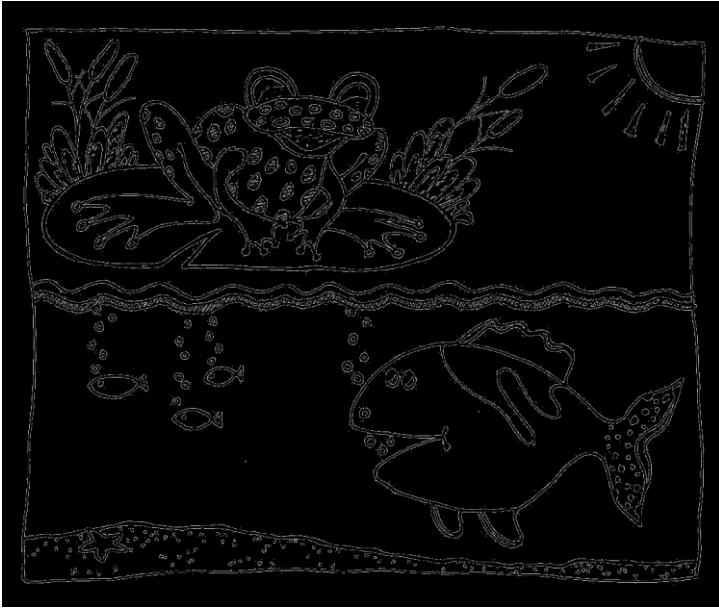








Annex C. Fish is Fish.



Fish Is Fish Script

A script based off of Leo Lionni's book *Fish Is Fish*

Script created by: Shannon Bradford

Fish	Frog
Narrator 1	Narrator 2

Note: When using with lesson, the student who reads for "fish" is also "narrator 1," and the student who reads for "frog" is also "narrator 2."

...d, and there a minnow and a tadpole swam among the weeds. They were inseparable friends. One morning the tadpole discovered that during the night he had grown two little legs.

Frog: (with excitement) Look! Look! I am a frog!

Fish: Nonsense! How could you be a frog if only last night you were a little fish, just like me?!

Frog: Well...frogs are frogs and fish is fish, and that's that!

Narrator 1: In the weeks that followed, the tadpole grew tiny front legs and his tail got smaller and smaller. And then one fine day, a real frog now, he climbed out of the water and onto the grassy bank.

Narrator 2: The minnow too had grown and become a full-fledged fish. He often wondered where his four-footed friend had gone.

Fish: I wonder where my four-footed friend went. I am so lonely down here in the pond all by myself. Why did he leave me? What's so good about being out of the pond anyway? It's been days and weeks and my friend has still not returned! Where could he possibly be?!

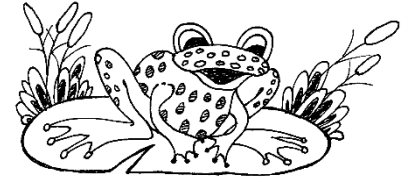
Narrator 2: Then one day, with a happy splash that shook the weeds, the frog jumped into the pond.

Fish: (with excitement) WHERE HAVE YOU BEEN?

Fish Is Fish Script (*Continued*)

Frog: I have been about the world—hopping here and there—and I have seen extraordinary things!

Fish: (with jealousy) Humph...like what?



Frog: (mysteriously) Birds...I have seen birds! They have wings and can fly about! Birds have two legs and are many, many beautiful colors.

Narrator 1: As the frog talked, his friend the fish saw the birds fly through his mind like large-feathered fish.

Frog: Birds are amazing creatures!

Fish: (impatiently) What else?!

Frog: Well...there were cows!

Fish: Cows???

Frog: Yes, cows! They have four legs—like me! They even have horns, and they eat grass and carry pink bags of milk! Oh! And people! Men, women, and children! They have two legs and two eyes and can WALK on LAND! They wear funny things on their bodies, and some even wear things on their heads! It's so very interesting out there!

Narrator 1: Frog talked and talked until it was dark in the pond. But the pictures in fish's mind were full of lights and colors and marvelous things.

Frog: Well, Fish, it's time for me to go to bed. Good night!

Fish: Good night, Frog, my friend! Oh my, how am I going to sleep? It sounds amazing out there! If only I could jump about like my friend, Frog, and see that wonderful world. Oh my, oh my, oh my...

Narrator 2: That night, when Fish did fall asleep, he dreamed of marvelous flying feathered fish, cow fish with horns and two eyes and pink bags of milk, and men, women, and children fish that could walk upright and wear interesting things on their bodies and heads.

Fish Is Fish Script (*Continued*)

Narrator 1: And so the days went by. The frog had gone and the fish just lay there dreaming about birds in flight, grazing cows, and those strange animals, all dressed up, that his friend called people.

Narrator 2: One day he finally decided that come what may, he too must see them. And so with a mighty whack of the tail he jumped clear out of the water onto the bank.

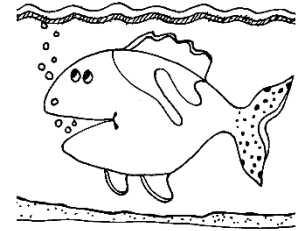
Fish: Here I go! I have to see all that my friend, Frog, told me! One...two...three!!!

Narrator 2: He landed in the dry, warm grass, and there he lay gasping for air, unable to breathe or to move.

Fish: (gasping, short of breath) Heeeeeeeelp! Huh, huh, huh heeeellllpppp!

Frog: Oh, silly fish, what happened? Here we go, back to the pond...one...two...
THREE!

Narrator 1: Still stunned, the fish floated about for an instant. Then he breathed deeply, letting the clean cool water run through his gills. Now he felt weightless again and with an ever-so-slight motion of the tail he could move to and fro, up and down, as before.



Frog: Fish, are you okay?!

Narrator 1: The sunrays reached down within the weeds and gently shifted patches of luminous color. Fish sighed and smiled.

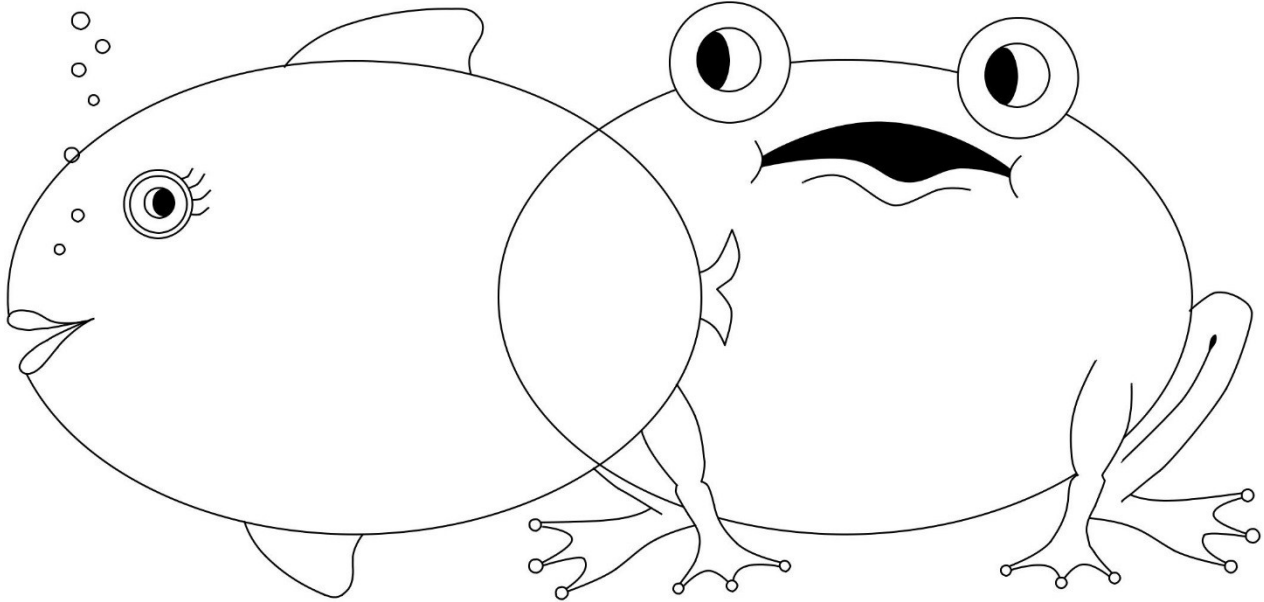
Frog: FISH! DID YOU HEAR ME?!

Fish: Yes, yes! You were right, Frog, my friend. Fish is fish!

Annex D. Venn Diagram.

Name: _____ Date: _____

Fish Is Fish Venn Diagram



Which animal had the more positive outlook on life? Why do you think this? _____

Annex E. First Interview.



Universidad Distrital Francisco José de Caldas
Facultad de ciencias y educación
Encuesta proyecto de investigación.

1. ¿Qué es pensar críticamente? – What is critical thinking?

2. ¿Qué se hace luego de pensar críticamente? – What to do after critical thinking?

3. ¿Cómo se evidencia el pensamiento crítico? – How is critical thinking evident?

4. ¿Escribir es importante en relación al pensamiento crítico? ¿Por qué? – Is writing important regarding critical thinking? ¿Why?

5. ¿Qué actividades o temas serían de su interés, al trabajar con pensamiento crítico? Por favor provea una razón para el o los temas que mencione. –

What activities or topics will you find interesting to work with critical thinking? Please argue the reason why you made that choice

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Annex F. Sketch to stretch.

Sketch to Stretch

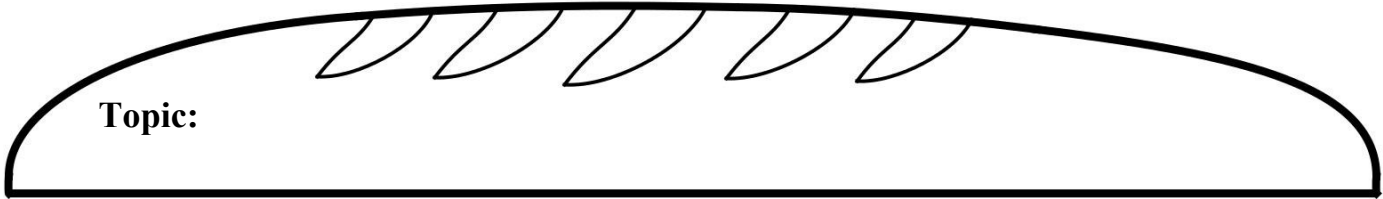
SKETCH to STRETCH		
		COMPLETED BY:

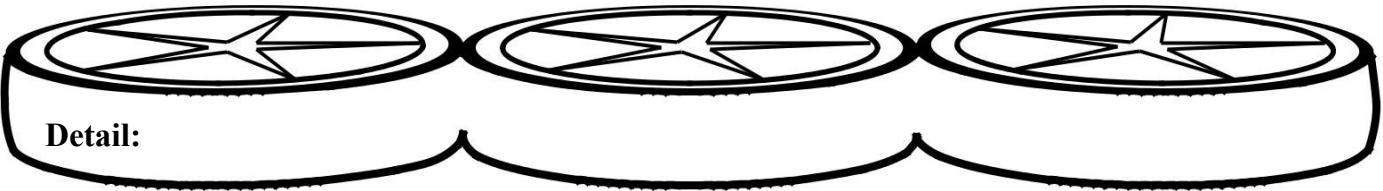
Annex G. Sandwich organizer.

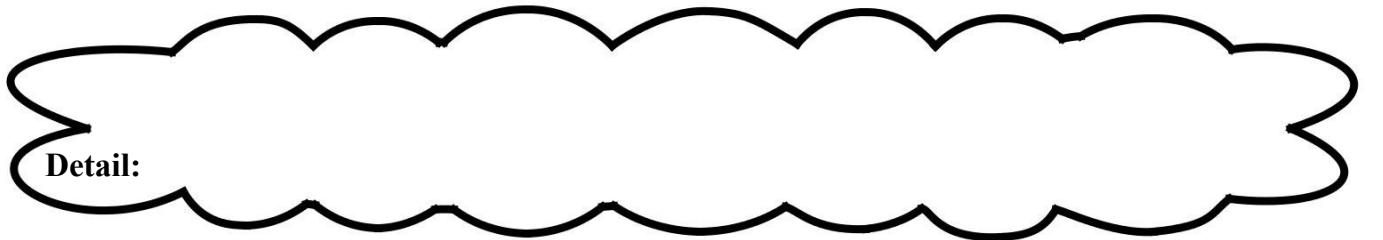
Name _____ Date _____

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

Topic: 

Detail: 

Detail: 

Detail: 

Concluding Sentence: 

Annex H. Pros and Cons abortion.

PROS

Willie Parker, MD, MPH, Abortion Provider and Board Chair of Physicians for Reproductive Health, wrote in his 2017 book *Life's Work: A Moral Argument for Choice*:

"I remain a follower of Jesus. And I believe that as an abortion provider I am doing God's work. I am protecting women's rights, their human right to decide their future for themselves, and to live their lives as they see fit..."

The people who pass the new laws [to restrict access to abortion] concern themselves with fetuses, but these are humans I am caring for—real people, not merely biological organisms with the potential to become such. These individuals have full, messy imperfect lives—and hopes and dreams that will or won't come true. Aren't they entitled to the authors of their own stories, find their own victories and happiness, make their own mistakes, without a congress of legislators dictating what they must do?...

Rather than judge them, I give them what they came here for—as expertly, safely, quickly, and painlessly as I can—and I send them home so they can resume the lives they want, and not lives that some authority may want for them."

2017 - Willie Parker, MD, MPH

Heather Busby, JD, Executive Director of NARAL Pro-Choice Texas, stated in her Jan. 23, 2017 article "Abortion Is Healthcare," available at tribtalk.com:

"Contraception can fail. The best plans do not always work out. And when that happens, abortion is an essential part of health care. Abortion allows women to plan and space their pregnancies, which improves their physical, psychological and economic well-being. Evidence shows that people who are able to obtain an abortion are better able to maintain a positive future outlook and achieve their aspirational life plans. Conversely, evidence clearly demonstrates that if a pregnant person seeks an abortion and access to that care is delayed or denied, they are at greater risk of experiencing adverse health and economic outcomes..."

For people with certain health conditions, an unintended pregnancy can be devastating, if not dangerous. And even with a planned pregnancy, unexpected tragedies can arise. Imagine the woman who gets a cancer diagnosis and must decide between continuing the pregnancy or life-saving chemotherapy. And what about the parents who discover in the second trimester that the fetus has severe anomalies and has no chance of living outside the womb? Abortion is essential health care for them...

Abortion is health care. It is life-saving. And when it is needed, it must be accessible."

Jan. 23, 2017 - Heather Busby, JD

Ilyse Hogue, President of NARAL (National Abortion and Reproductive Rights Action League) stated in a Jan. 17, 2017 article titled "NARAL Pro-Choice America President Ilyse Hogue Shares Her Abortion Story," published at teenvogue.com:

"Nothing made me more pro-choice than being a parent. To force someone to be a parent against their will when we know how hard it is already for people who want to be parents is just wrong."

Before I had my abortion, I think like most Americans, I had presumed that should I ever face that decision, that service would be available to me -- and it was. And like most Americans, I was grateful it was available to me -- and then I moved on.

I didn't become an activist around reproductive rights as a result of my own abortion, but because doing human rights work around the world showed me that when women have access to family planning and can have a seat at the table, we can have change -- and for the better. Forcing women to have children against their will became synonymous to me with the idea of patriarchy, someone saying that I would always be lesser than."

Jan. 17, 2017 - Ilyse Hogue, MS

CONS

Jeanne Mancini, MTS, President of March for Life Education and Defense Fund, wrote in an Oct. 26, 2016 blog post titled "What about Equal Rights for Unborn Women?," available at marchforlife.org:

"But I am tired of the damaging and erroneous idea that abortion is a positive thing for women. I have met so many women that profoundly grieve having been involved in an abortion. I've talked to a dad who lost his daughter to legal abortion. There is study after study showing the negative consequences of abortion—be it emotionally or physically.

Because of the cause of 'reproductive rights,' approximately 30 million females are missing in the United States today – future Olympic athletes, scientists, doctors, artists, teachers, sisters, mothers, daughters, lawmakers, and maybe even a President. Women deserve the truth about this issue. Abortion is profoundly anti-woman. Choosing life is empowering, not taking the life of your precious little one."

Oct. 26, 2016 - [Jeanne Mancini, MTS](#)

Created Equal, a group that seeks to end abortion through social action, stated on a web page titled "FAQs about Abortion," available at createdequal.org (accessed Apr. 28, 2017):

"The claim that preborn children are part of women's bodies flies in the face of modern science. Preborn children are dependent upon their mothers, but they are not part of them. They have their own blood type, bone structure, and genetic code. In fact, the notion that the preborn is part of the mother would result in inane conclusions—such as the mother having four arms, four legs, and, in the case of a preborn boy, even male genitalia.

We also know there are limits to 'choice.' The autonomy of any one person does not permit her to infringe on the rights of, or endanger, another. For example, the right of a man to do what he wants with his body does not permit him to rape women. And a woman's right to do what she wants with her hands ends when she uses them to drown her children.

Choice, then, is not absolute. Indeed, some choices are wrong: rape, murder, abuse, etc. Since we would not allow a mother to kill her born children by choice, we must not permit her to kill her preborn children for the same reason."

Apr. 28, 2017 - [Created Equal](#)

Samuel B. Casey, JD, Managing Director & General Counsel of the Jubilee Campaign's Law of Life Project, stated in the Jan. 24, 2017 article "Q&A with the Scholars: The State of U.S. Abortion Law," published at lozierinstitute.org:

"I am pro-life because abortion inhumanely kills children (including members of my own extended family), physically and psychologically harms their mothers, and emasculates their fathers by depriving them of their paternal identity and responsibilities without due process of law.

It is poverty to say a child must die so that we may live as we wish. The undisputed scientific fact that human life begins at conception and the widely-held philosophic understanding that life is an undeserved gift from God and an inalienable right of every human being from our conception to our natural death forms the foundation of marriage and the human family, as well as the basis for the equal protection of the laws, the United Nation's Universal Declaration of Human Rights, the United States Declaration of Independence, and the commitment in America's Constitution to our 'posterity.' Over the past 44 years, one-sixth (60,000,000) of the American population has been killed by elective abortion. Twenty-five percent of African-Americans are killed in the womb. Abortion is the leading cause of death in America.

Who in good conscience can be in favor of that? In Mother Teresa's infamous words: 'Any country that accepts such abortion on demand is the poorest of the poor.'"

Jan. 24, 2017 - [Samuel B. Casey, JD](#)

Annex I. Second Interview.



Universidad Distrital Francisco José de Caldas
Facultad de ciencias y educación
Encuesta proyecto de investigación.

1. ¿Qué es pensar críticamente? – What is critical thinking?

2. ¿Qué se hace luego de pensar críticamente? – What to do after critical thinking?

3. ¿Cómo se evidencia el pensamiento crítico? – How is critical thinking evident?

4. ¿Cree saber cómo pensar críticamente en el momento? ¿Por qué? – Do you know how to think critical right now? ¿Why?

5. De acuerdo a lo realizado hasta el momento, ¿cree que se piensa críticamente en la sociedad respecto a temas de debate? ¿Por qué? – According to what you have learned until now, do you think society thinks critically about debatable topics? ¿Why?

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Annex J. Practicing 'Devil's Advocate'.

Practicing 'Devil's Advocate' (Student Version)

Directions: Now that you are aware of how to play 'devil's advocate,' you are going to practice this skill by reading Juliet Lapidus' article entitled "The Accidental Spectator's Guide to Improving Sports" and use the strategies that you learned in the "How to Play 'Devil's Advocate'" handout to raise questions and objections to the proposals outlined in the article.

Baseball	Basketball	Football	Soccer
Problem	Problem	Problem	Problem
Proposal	Proposal	Proposal	Proposal
Benefits	Benefits	Benefits	Benefits
Questions, Objections, or Cons	Questions, Objections, or Cons	Questions, Objections, or Cons	Questions, Objections, or Cons

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Annex K. Video.

Taken from: <https://goo.gl/4kUDHY>



Annex L. Third interview.



Universidad Distrital Francisco José de Caldas
Facultad de ciencias y educación
Encuesta proyecto de investigación.

1. ¿Puede enlistar al menos 3 o más aspectos o procesos en los que se fundamente el pensamiento crítico? – Can you make a list of at least 3 or more aspects or processes in which critical thinking is based on?

2. ¿Cree ya poder dominar el pensamiento crítico y cómo podría demostrarlo? – Do you think that you already dominate critical thinking and how could you demonstrate it?

3. ¿Cree que el pensamiento crítico es útil y de qué manera? – Do you think that critical thinking is useful and can you explain?

4. ¿Las actividades realizadas le permitieron desarrollar pensamiento crítico o alguna otra habilidad? ¿Por qué? – did the activities help you to develop critical thinking or any other abilities? ¿Why?

5. ¿Cómo cree que el pensamiento crítico siendo aplicado a temáticas sociales afecta las discusiones?. – How do you think that applying critical thinking to social issues debates, affect the discussions?

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Annex M. Persuasive Speech Rubric.

PERSUASIVE SPEECH RUBRIC

As you listen to the speech, circle the number for each category (Introduction, Content, Delivery, Conclusion, Overall) that you think best describes how that part of the speech went. Add up your numbers and write the total score at the bottom of this page.

	4	3	2	1
Introduction	The first few lines of the speech really got my attention and made me want to listen.	The first few lines of the speech got my attention and I was curious to hear the rest.	The first few lines didn't really get my attention and I wasn't sure if I wanted to hear more.	The first few lines of the speech did not get my attention and I did not want to hear more.
Content	The speech focused on one or two major issues and described those issues thoroughly.	The speech focused on one or two major issues, but did not fully explain them.	The speech focused on more than two issues and did not fully explain them.	The speech was unclear and did not explain any of the issues thoroughly.
Delivery	The speaker spoke in a loud, clear voice and was expressive.	The speaker was loud and clear, but not very expressive.	The speaker was hard to hear at times and not expressive.	I could not hear or understand the speaker.
Conclusion	The end of the speech was exciting and lively.	The end of the speech was somewhat exciting and lively.	The end of the speech was not very exciting or lively.	The end of the speech was not exciting or lively at all.
Overall	The speech was exciting and informative and really made me want to vote for this person.	The speech was informative and somewhat exciting and I might vote for this person.	The speech was not very informative or exciting and I probably wouldn't vote for this person.	The speech made me not want to vote for this person.

Total score: _____