INFERENCE AND COMPREHENSION THROUGH THE SOCRATIC METHOD FOR PEACE EDUCATION

MIGUEL ÁNGEL PARRA ROJAS

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

SCHOOL OF SCIENCE AND EDUCATION

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS

BOGOTÁ, D.C.

2016

INFERENCE AND COMPREHENSION THROUGH THE SOCRATIC METHOD FOR PEACE EDUCATION

MIGUEL ÁNGEL PARRA ROJAS

Thesis submitted as a requirement to obtain the degree of

Bachelor in Basic Education with Emphasis in English

Thesis director: MARGARITA ROSA VARGAS; M.Ed.

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

SCHOOL OF SCIENCE AND EDUCATION

BACHELOR IN EDUCATION WITH EMPHASYS IN ENGLISH

BOGOTA, D.C; SEGUNDO SEMESTRE 2016

Note of Acceptance: _____

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_____

Thesis Director: _____

Margarita Rosa Vargas

Juror: _____

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”.

Dedicatory

The experiences that I gathered throughout the completion of this Project were numerous and enriching enough to learn that the teaching labor is a never ending endeavor full of understanding and love for others. Is because of this that this work is dedicated to all of those who became part of this path such as professors, colleagues, to the students that I had the opportunity to share with, my father and mother for their support and effort, and for the future teacher prospects that find in this profession a means of life for them and others.

Acknowledgements

The teaching and learning experience that I have the opportunity to live give me the necessary understandings to develop personally and professionally to act as a useful server of education. In this sense, I would like to genuinely thank in first place to my parents as they have been an enormous support with their advices and efforts; to my professors, and especially to my tutor Margarita Vargas, who shared their knowledge and supported my learning process with enthusiasm and effort; and to my friends and colleagues that somehow contributed to my professional development and the creation of this project.

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Abstract

This action research project aims to explore the development of the critical thinking skills of inference and comprehension through the implementation of the Peace Education Approach with classroom materials and content framed under the Socratic Method as a tool for developing such critical thinking skills and social skills at the same time in 9th graders at a school in Bogotá. The study suggests that the use of questioning techniques combined with the Peace Education Approach develops in students their social and critical thinking skills, which were reflected on the proposed tasks and allowed them to examine their reality critically and become propositive and argumentative in the construction of their opinions and the performance of their actions to help overcome violence in their contexts.

Key words: critical thinking, inference, comprehension, Socratic Method, peace education.

Resumen

Este proyecto de investigación acción se enfoca en explorar el desarrollo de las habilidades de pensamiento crítico de inferencia y comprensión a través de la implementación del modelo de educación para la paz con materiales didácticos y contenidos curriculares enmarcados en el método socrático como herramienta para el desarrollo de dichas habilidades sociales y de pensamiento superior en estudiantes de noveno grado de un colegio en Bogotá, D.C. El estudio sugiere que el uso de técnicas de cuestionamiento combinado con el método de educación para la paz desarrolla sus habilidades de pensamiento crítico y sociales, lo que se vio reflejado en las tareas propuestas y les permitió examinar su realidad de manera crítica y tornarse propositivos y argumentativos en la construcción de sus opiniones y el desarrollo de sus acciones para así contribuir a sobreponerse a la violencia en sus contextos.

Palabras clave: pensamiento crítico, inferencia, comprensión, método socrático, educación para la paz.

Chapter I

Introduction

Colombia is currently facing a conflict that lasts 50 years now. At this very moment, conversations are being held between armed forces and the government in order to overcome the conflict that has only left death, poverty, and in general, violence that affects mostly civilians and that can be reflected in our cities, schools and even mass media.

As educators in violent contexts we have to help students to "unlearn war", that is, understanding that violence is a historical issue that can be addressed and outplaced; promoting in students attitudes of goodwill and altruism; behaviors that can be addressed through thinking critically, which is a concern in diverse areas of teaching as it is necessary for citizens to be capable to contribute to solve problems that affect us all, directly or indirectly, being one of the most immediate violence.

For so, and regarding the conception of education which claims to promote peace, equality and justice, the following action research project is developed in order to determine how the development of the Peace Education Approach fosters the development of the Critical Thinking skills of inference and comprehension in 9th graders, generating content focused on promoting peaceful practices in the classroom.

Due to these facts, the intervention is conceived for fostering critical thinking skills through meaningful content students can easily relate with; associating it with the development of communicative and cooperative skills; recognizing violence as an issue that affects them; the processes underlying this problematic in their direct contexts to finally propose solutions to it; all this through the frequent use of the target language.

This is why the need of promoting spaces in which members of academic societies contribute to an everlasting peace is the main motivation for the project; being schools one of the most important social institutions for promoting such spaces and learning conditions in which students, teachers, and educational policy-makers converge in one main goal: to build a culture of peace.

On the chapters included in the proposal the reader will be able to find: first, the importance and the impact expected of the project; how the project is conceived as an innovative proposal; the problem statement based on the diagnosis carried out in the school; and research questions; sub questions and objectives; second, a discussion of the main theoretical constructs taken into account for the development of the proposal; third, the instructional design including teachers and students´ roles; methodology; approach and materials, research design explaining how data was gathered and analyzed, conclusions, pedagogical implications; suggested further research; appendices; and finally the references list.

Justification

Educating implies a social responsibility that requires teachers to promote equality, peace practices and human rights among societies. According to Cates (1990), we are currently living in a planet with serious global issues, and educational systems are lacking of programs to help young students to be "adequately prepared to cope with global problems" (p. 42), causing attitudes of apathy, ignorance and selfishness in most students.

This research project arose as a response to this reality we are facing following Freire (2005) who argues that "banking education" is a conception that needs to be changed as it does

not conceive a practical and critical way of thinking but rather, a mechanic act guided by the memorization of contents by the students.

Nowadays, education has been shifting the conceptions of students, teachers and topics to one that reclaims the status of education in which education is now conceived as a way of creating knowledge rather than depositing it; it is a way of fostering methods for thinking critically rather than taking things for granted. These processes are required to be taken into account first by public policy makers in order to recognize the need of addressing critically conflict and the interests of the participants of the actual system, and secondly, institutional educative projects aimed at the construction of peace practices for securing long-term brotherhood relations.

In regard the first issue, the research is thought in the sense that, due to the actual political circumstances, the urgency of highlighting the expected needs for a country in a process of unlearning war through education in schools is a priority concerning to the ministry of education, which has the role of establishing policies for addressing the parameters for treating this topic as an historical fact and making it a collective construction, but with general criteria for schools.

Is because of this that Colombian authorities have developed the "Cátedra para la Paz"(2015); a curricular frame aimed to such purposes and which aims at "fostering the processes of acquisition of knowledge and competences related with the territory, the culture, the economic and social context, and the historical memory" (2nd article), all these framed by three main topics, which are, according to the same article (paragraphs a-c): *culture of peace*, conceived this as "the understanding and practice of civil values, human rights, democratic participation, prevention of violence and pacific resolution of conflicts"; *peace education,*

thought as " the appropriation of knowledge and civic competences for peaceful coexistence, democratic participation, equality building, violence prevention and pacific resolution of conflicts"; and *sustainable development* that involves "economic growth, social welfare and the rise of quality of life, without exhausting renewable natural resources or preventing future generations to use them"

According to these aspects, schools and institutions should provide spaces to discuss and study the causes of violence; ways of solving conflicts peacefully; democracy ; the roles of citizens and the responsibly use of natural resources among others, which, in one way or another promote the exaltation of peace over violence.

Second, the relation between the research and the institutional educative project in which the proposal took place provides an impact on the curriculum of the school; making it coherent with what actually happens in the classroom.

According to the institutional educative project, the school is conceived as "a community which aims its efforts at dialogue and reconciliation, elements that allow assuming conflict in a way for moving forward towards the construction of our dreams" (pacto de convivencia, 2014; p. 8). Correspondingly, this conception can be noted on the mission and vision of the institution which "is committed with the integral formation of citizens with social tracendance" (p.25) and that projects its students as citizens "with critical and propositive sense, committed with social transformation through strengthening citizenship, artistic and sportive competences" (p.25).

For so, the need of implementing approaches that deal with these notions mentioned previously is an opportunity to change classroom roles that dehumanize students as they do not allow them to perceive reality and act critically over it, allowing the opportunity to learn meaningfully languages as they relate such learning to their lives.

Is this why the project can be considered as innovative: first, in the sense that the implementation of the Global Education Approach (1990) for suiting current educational policies contribute to address these problems transversally in the language classroom aligning it with the Colombian educational proposals for dealing with topics like violence and peace. This project also allows students to be empowered, and when that happens they can better cope with the problems they face, as they change their perspectives about their realities. In the words of Freire, once we address a given situation critically we pocket that as a historical reality, which can be transformed (2005), which supposes that such transformation, of course, requires changing our ways of thinking to be purposeful and critical but also involves the willingness to actively take actions to overcome our realities.

The second area that can be distinguished as innovative in this project is curriculum design, as we need to consider that many teachers take into account the curriculum development towards the use of global issues as a meaningful source of content for the language classroom as current educational practices cannot be considered as a successful instrument to understand reality nor to be able to act over it. Implementing such content in the classes may improve the way in which teachers re-think and reclaim the status of education which is meant to promote "equality, peace, justice and human rights among all people" (1990; p.1).

Problem Statement

Curricular design in ninth at "Policarpa Salavarrieta School" grade (Annex 1) was analyzed and it was found that it tent to develop English programs that only conceive the language as a way of communicating information rather than using it as a means of interaction about social issues that shape students' realities . 9th grade syllabus did not take into account the development of other skills rather than the use of language for communicating information or

experiences, nor students interest for learning a foreign language. On the four topics to be developed, only one aimed at using language as a means of thinking reality critically: environmental care. Although the topic is supposed to be taught, there was not a way to tell if it is critical-thinking oriented, that is, recognizing the issue and the roles of humans in the issue; changing perceptions, and finally developing strategies to cope with environmental issues as depicted on 9th grade curriculum.

These issues represent a problem also because the curriculum is not framed 100% with the objectives of the institution the project took place, which according to the school are:

> To educate students to assume with responsibility their commitment of social tracendance
>
> To promote an atmosphere of freedom and autonomy in the educative community, to promote respect, participating responsibly and accepting constructive criticism
>
> To promote through arts, communication and science students´ imagination and creativity for making out of each one of them a change agent, which contribute to their personal and community growth,
>
> To guide students to be aware of their value, as a free, unique person; committed with history, sciences, technology and the development of the nation, respecting its beliefs and cultures
>
> To generate academic and educative spaces for the experience and practice of democratic, religious and cultural values (p.25.)

A needs assessment was also carried out in 903th grade in order to determine students' likes, feelings, and perceptions about English in order to gain a view on how students like to learn; what they already know, and the use they can give to the target language. The analysis of

the needs assessment showed three main categories: Students recognize basic structures of grammar but tend to be shy when asked to speak to their peers in English, placing them in an A1 level based on CEFR; students approach to language mostly for playing video games, listening to music, and watching movies, and; the recognition of learning English as a requirement for making part of a globalized world. In this last aspect political and economic issues were stressed by students, being the most significant categories the recognition of the need of English to study and to work, as they recognize the opportunities that knowing English would bring to their lives academically, and many of them claimed that for studying the need of understanding a foreign language is basic. Most of them argued that understanding English would help them to have better income when working and the possibility of finding best-paid jobs.

This project, then, provides a way for addressing the commitment of the institution with the nation in the sense that the research and its implementation contribute to foster the development of students´ values and responsibilities as outlined in the school's IED; promotes spaces for thinking critically violence conceived as a historical fact; taking advantage of arts and humanities for studying the history of the nation for solving violence creatively and critically; all of these with the intention of generating in students feelings of altruism and compassion for reflecting upon violence in the world and in the country.

Because of the facts stated above, the research has one main question which is the guide for the data collection and analysis:

How do the peace education approach and the Socratic Method develop the critical thinking skills of inference and comprehension in 9th graders? And a sub question that was also created to contribute to the solution of the main question:

What stages do students go through when exposed to Socratic Method and peace education for developing their inference and comprehension skills?

As a guide to accomplish the resolution of the question stated above, the following objectives were proposed: To determine how the critical thinking skills of inference and comprehension evolve through the implementation of the Peace Education approach;

To categorize the stages in which students' critical thinking skills of inference and comprehension are developed;

To determine the role of Peace education in the development of critical thinking;

To identify inference and comprehension in participants' tasks and discourses, and;

To elicit participants' perceptions towards violence.

Chapter II

Literature Review

This research involved three main constructs: 1) pedagogy; 2) critical thinking and; 3) Socratic Method

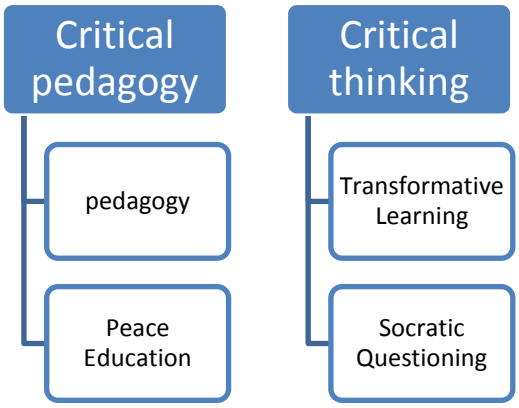


Figure1. Research constructs

Critical Pedagogy and Peace Education

From a critical perspective on pedagogy, Freire (2005), distinguishes two notions about education and their background in order to establish a pedagogical theory more related with the notion of pedagogy itself, which , according to him "makes the oppression and its causes the object of the oppressed' reflection, which results in the necessary commitment for their struggle for liberty" (p.26). The first notion on education is what he called *banking education*, which is the beginning of the oppressive practice as it does not allow students to think their realities critically; conceiving the teacher as the center of the educational processes who instead of communicating dialogically with the students transforms them into vessels that need to be filled with what the teacher provides to them, which focuses in the mechanical memorization of such contents.

The second notion on Freire's conception is the *pedagogy of the oppressed*, which is supposed to humanize students creating the opportunity of constructing knowledge from their realities; conceiving the teacher not as the source of knowledge, but as a guide in the classroom whose actions aim at overcoming oppression that do not allow learners to perceive the world as it is, thinking critically, and acting over it.

Pedagogy is the science that is concerned with education which is "historically oriented due to the fact that both, the fact that the exploration in the education nowadays, and the duty implied in it, is forced to be informed about the historical conditions and the operating forces that had constructed the notions of education and its future tendencies (ideals or necessary of critical correction)" (Gomes & Bedoya, 1987; p.35).

In this sense, we can evidence such operating forces in educative practices and how they are portrayed in the "cognitive interests" (Grundy; 1998) through which societies relate with the world and how these societies construct knowledge and understanding based on science. Grundy (1998), states that there are three "interests" in which science helps societies to organize knowledge: technical interests, practical interests and emancipatory interests.

Technical interests refers to a tendency of the human beings to control the environment based on observations that generate knowledge based on experimentation and the people`s experience. This kind of knowledge promotes empirical-analytical explanations that aim at controlling the environment.

The second cognitive interest is the *practical interest.* Grundy says that this kind of interest is grounded by historical-hermeneutical science and aims at the comprehension and interaction of the beings with the environment.

In this kind of interest, a moral posture is implicit and such posture fosters direct actions on the contexts. Grundy says that, although the interaction among teachers-students is a good tool to create knowledge, this interactive process is only evaluated on the judgment of the teacher, rather the guide on students' outcomes.

The last interest is the *emancipatory interest.* This kind of interest aims at fostering the development of autonomy, being this understood as a process of self-reflection based on the act of reasoning. Concordantly, Habermas conceives empowerment as a state reached by autonomous beings that get to be autonomous through self-reflection that will lead to a state of "independence from what is outside the beings" (1998), that is achieved when beings are able to comprehend to later set themselves free from the oppression and "dogmatic dependencies" (1998).

This last interest opposes the other two in the sense that the first one, as mentioned earlier, aims at the control of the educational factors and contexts; while the second, although promotes debates and consensus, is a process that is finally determined by how the teacher judges the outcomes, rather than in how those outcomes happened and the processes students' go through to reach such outcomes. In emancipatory educative contexts, then, it is no possible to conceive technical or practical interests, as the objective of emancipation is not the total control of the interactions of the students and how they approach to knowledge but to allow them the opportunities to be conscious about the best ways they can learn in one hand, while on the other hand, promoting spaces for collective construction of knowledge without being the teacher the main source of knowledge; recognizing one another as peers that can valuably contribute, recognize, analyze, and propose; all this mediated by processes of reflection and guided reasoning strategies that can lead to the transformation of their misconceptions. Students reach

this condition when they get to recognize and be recognized as subjects who have attitudes to overcome what is the norm. In accordance with this idea, Freire, mentions that the status quo is one of the main things to overcome in the struggle for liberty and that such fight cannot be held by lonely men but with a community that have gone through conscious literary practices that allow them to address their realities critically.

Is because of these conceptions of knowledge and comprehension that arises the prevailing need of evaluating current educational practices in the language classroom and to understand that these configure how and what is and will be taught in schools and the conception of educational participants in times that require education to promote citizens willing to act to solve problems around them from a critical experience displayed and cultivated in educational scenarios.

A way of doing this is through the Peace Education Approach, which is a subfield of the Global Education Approach which aims to "enabling students to effectively acquire and use of a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems". (Cates, 1992; p.1-2)

Cates (1990) argues the need of transforming current educational practices as they are promoting in students attitudes of apathy and selfishness which do not allow them to realize the issues that happen around them. Violence, as one of those issues that surround academic settings configures how the world is perceived, thought and lived; and, as a result of that recognition, the teacher needs to identify the four kinds of violence in the attempt of implementing the Peace Education in the languages classroom and that these four kinds of violence have equivalent types of peace:

Direct violence involves physical manifestations of violence done to a person or group. Negative peace is when there is not a physical confrontation however, this do not guarantee the suppression of injustice or oppression;

Structural violence deals with systematic oppression or social injustice, like the Apartheid. According to Olweus, as cited in Torres (2012), there are three causes that trigger violence, highlighting the "need of power and control" as the main. She argues that it is remarkable "the joy of mechanisms of control and domination causing in the aggressor feelings of satisfaction" (p. 91), which as a result will cause feelings of no worth in the oppressed. Positive peace and psychological peace are the result of developing good will, compassion and altruism. Positive peace also deals with overcoming those conditions that feed social injustice;

Psychological violence refers to attitudes of hate, jealousy or prejudice, and;

Environmental violence is violence against nature while environmental peace requires people living in harmony with the natural world" (Cates 1992; p. 3-4).

This approach conceives language in an interactionist view which, according to Richards and Rodgers (2001) "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations" (p. 17); relations that are supposed "to be cooperative for them to develop social skills and to create links between the classroom learning and the outside world" (1999; p. 3).

Another important aspect for the implementation of the peace education approach is materials, which in the words of Cates (1999), are meant to develop "socially-responsible world citizens" (p.46) through the contact to material which help students develop comprehension of

the issues, language, critical and social skills; and positive attitudes to overcome violence in their communities.

The need of being aware of such issues like violence and developing new teaching methods in which the reality is the object and the focus of the educational processes is required in the sense that students, as they become aware, develop positive attitudes towards these issues and accept them as a "historical reality that can be transformed" (2005; p. 99) while developing language proficiency in the foreign language.

The purpose of the approach is, then, using the foreign language as a means of communication and interaction used to describe, analyze and construct knowledge between teachers and students for providing a solution to a given issue approaching critically to reality. As mentioned before, the need of changing the roles of education participants and how content is delivered and addressed will determine the extent to which students will understand and act in their realities for the purpose of developing as active citizens concerned by their roles in their societies.

Critical Thinking: Concept and Development

This is another skill expected for students to acquire in the learning process, yet is a concept that many researchers have been trying to define. The most accurate definition is provided by Facione (2007) who says that "Critical thinking is a way of thinking that is purposeful, like proving a point, interpreting meaning about something or solving a problem. It is also a collaborative and no-competitive endeavor." (P.3.)

Critical thinking serves itself from transformative learning which, according to Cranton is shaped when

> An individual becomes aware of holding a limiting or distorted view. If the individual critically examines this view, opens herself to alternatives, and consequently changes the way she sees things, she has transformed some part of how she makes meaning out of the world. (University of Central Oklahoma; n.d. available).

Transformative learning focuses on two kinds of learning: communicative and instrumental; being *Instrumental learning* "learning through task-oriented problem solving and determination of cause and effect relationships; while *communicative learning* is achieved when "students are able to communicate their feelings, needs and desires" (n.d. available).

This deals with the notions of teachers on their educative practices, perceptions and goals which, as mentioned previously, should derive from the concern of our settings to give learning and teaching a meaning and a well-oriented planning to perceive critically reality.

Accordingly to Sanchez, Bloom and later Facione, propose that "human knowledge is formed by six different components" (2004; p. 11), but both Bloom's and Facione`s component do not vary on their models. Facione (2007) distinguished six skills to be developed:

> *Interpretation* is the comprehension and expression of the meaning of a large variety of experiences, data, events, judgments, conventions, beliefs, rules, procedures or criteria;

> *Analysis* is described as the identification of the real relationships among statements, questions, concepts, descriptions or other forms of representations that express beliefs, judgment, experiences, reasons, information or opinions;

> *Evaluation* refers to the assessment of credibility of statements produced by someone's perceptions, experience, situations or opinion; and assessing the logical power of the real

> or intended inferential relationships among statements, descriptions, questions, or other forms of representation;
>
> *Inference* means the identification and securing of the necessary components to reach reasonable conclusions, to form conjectures and hypotheses, to take into account important data and to deduce its meaning;
>
> *Explanation* is described as stating the results of one's reasoning; justifying it in terms of evidence, concepts, methodology, criteria and context in which one's results were based, and;
>
> the last element is the *self-regulation*, which refers to the self- monitoring of the cognitive experiences (p. 4-6).

As the focus of the research project is inference and comprehension skills in students' tasks and discourses, allow me to go deeper on what these two skills imply. According to what Noordman & Vonk (2015) have said, inference is a means of understanding discourses, what is intended to be communicated but is left implicit on the text and that can be distinguished in two ways: *deductive inference* and *inductive inference*. Deductive inference is a kind of inference that "is the derivation of new information" (2015, p.37). Through this, the reader gives sense to a given statement and reaches implicit conclusions on the premise.

Inductive inference is when the reader "activates available knowledge"(p.37), that is, the conclusion is based on particular given events that end up being generalities that often have the same nature of the events that triggered the conclusions.

For researching inferences, we count with two methods that can help us comprehend how inferences occur. The first method is the "offline methods" in which "inferences are encoded into the mental representation of the text" (p.38) and that can be surfaced by several types of activities like reproduction tasks or recognition tasks. In the first, readers make a reading and are later asked to reproduce the reading. It is assumed that whatever new information not explicitly stated in the text is an inference.

Also, *recognition tasks* require the readers to judge the appearance of sets of words or sentences in the reading. Again, new words or sentences are assumed to be inferred.

The second method is called "online method", and it aims at "detecting the ongoing inference process immediately and which are employed during the reading processes" (p.38). This method uses video recorders and other sorts of technological equipment that basically discovers the mental and physical processes carried out while reading and inferring.

The second skill intended to be worked on is comprehension, described as a way in which people understand their own actions, institutions, and in general, the creations of men; taking as a starting point the reasons or intentions that have given meaning to such elaborations. This concept differs from what we know as explication as it is a research method in natural sciences which delimits knowledge at what can be empirically proved. In other words, comprehension focuses in human, social elaborations, using pre-established horizons such as the present, our culture, etc., on one hand, and from the use of previous knowledge provided by cultural constructions in the other, while explanation focuses on what can be empirically assumed, placing such things under natural and general laws.

These two skills are intimately related in the sense that inference is a component of discourse comprehension. When there is a guide to our student in a process of empowerment and critical thinking, they have to be aware that being able to comprehend is the first step we have to take when going through the knowledge of the world; as this knowledge is what will foster in students the critical address of violent situations, unmasking its components and how they are being affected by it, so they can overcome such contexts.

This way of thinking allows students to challenge their perceptions, assumptions, or reveal contradictions in order to create knowledge required by world citizens to overcome a problem like violence in any setting.

As critical thinking is a social skill, teachers are called to use social-sensitive topics, like violence because, as described earlier, students were presumed to disclose the realities that surround them in order to act over it and transform it, as the reality that has been created dehumanizes them. Acting over the world requires the exposition of the oppression and the praxis, which is the state when students assume transformative roles in societies; likewise, changing reality cannot happen without being able to describe what exactly the origin of practices that dehumanize men is, nor approaching critically to the facts, as it allows such understanding and should motivate them to change it. This research focuses on Facione`s view as he states that critical thinking skills can be developed indistinctly in order using accurate procedures and methods, and more specific in the skills of inference and comprehension

Socratic Method and its Implementation

This method is widely accepted when developing critical thinking as it enables learners to develop ideas logically through a set of categories of questions that, according to Davis as cited in Etemadzadeha, Seifi, Hamid (2012), support active and student-centered learning, helps

students to construct knowledge, helps students to develop problem-solving skills, and improves long-term retention of knowledge.

The categories of questions mentioned early are:

Questions of clarification, which asks for verification, additional information, or clarification of one main point of an idea,

Questions that probe assumptions, which ask for clarification, verification, explanation or reliability,

Questions that prove reasons and evidence, which request for additional examples, evidence, reasons for making statements, or anything which might change the student's mind

Questions about viewpoints or perspectives, which is described as the search for alternatives to a particular point of view, how others might respond to a question or a comparison of viewpoints,

Questions that prove implications and consequences, which are the description and discussion of implications of what is said, results, alternatives, or cause and effect of an action, and

Questions about the question break the questions into sub-questions and single concepts. (Sanchez, 2004; p. 12-13)

Knowing ways of implementing the method determines the success of the development of critical thinking and language skills; being an example of the most accepted way for

developing well-structured questions that serves the aims of the Socratic questioning, the one proposed by Callahan, Clark and Kellough, as cited in Etemadzadeha et al (2012):

> Ask your well-worded questions before calling on a student for a response;
>
> Avoid bombarding students with too much teacher talk;
>
> After asking a question, provide students with adequate time to think;
>
> Practice gender equality;
>
> Practice calling on all students;
>
> Give the same minimum amount of wait time (think time) to all students;
>
> Require students to raise their hands and be called on;
>
> Actively involve as many students as possible in the questioning-answering discussion session;
>
> Carefully gauge your responses;
>
> Use strong praise sparingly (p.3).

When students answer questions about the roots of violence and how to solve this issue that affects us directly or indirectly they express their opinions and considerations based on what they perceive as logical or convenient, using the target language. This kind of criteria is the focus of analysis of inference and comprehension in students' production and it is expected to gradually change to the desirable stages of these critical thinking skills; moving from students'

current beliefs and perceptions to ones that reflect the recognition of the setting as a thing that can be analyzed and changed.

With a conception of education that bears in mind the current issues that occur around us, educators can develop or adapt existing approaches in which students' and teachers' roles contribute to meaningful classroom practices that commit critically to a collective learning and understanding of our setting, interpreting the causes of those issues, and eventually, using those skills learned to propose a solution to them.

In regards previous research in the field of the Peace Education Approach and critical thinking development there are several studies which highlight the benefits in regards the development of target language skills through the Peace Education Approach focused on critical thinking skills furtherance and Socratic Questioning as a means for such development.

In those projects the population is not heterogeneous, as some of them are school students or college students, from different educational settings but that aimed at the same purposes: Describe experiences around peace education, critical thinking and Socratic Method in foreign language learning classrooms. Developing critical thinking skills is a process that can be developed at any stage in human development through the proper stimulation processes, so in this case, the center of the discussion is the process rather than the participants.

Sanchez (2004), aimed at exploring the development of analysis and evaluation skills using Socratic questioning and authentic materials. The author used internal evidence and external criteria as a means of analyzing students' development of language learning and critical thinking skills triggered by the Socratic Method. He concluded that through the use of the Socratic Method "teenagers are able to establish connections in their minds to analyze different

issues" (2004, p. 20), besides the fact that participants' attention improved through the lessons and the use of internal evidence and external criteria in evaluating and analyzing a topic proposed.

Quintero (2012) developed a study which focused on the development of critical thinking skills in a language institute in Pereira through the application of reflective circles based on communicative tasks as a means of describing critically the practices of the EFL classroom. In his findings, the author claimed that the use of communicative approaches aimed at fostering critical thinking "ensued motivation" although those practices were "unfamiliar and challenging to undergraduate students" (p. 49), while critical thinking "involved a continual reflective process that prompted higher order thinking skills and awareness of language usage" (p. 49), and a democratic process as teacher's and students' roles were recognized as creators of knowledge.

Etemadzadeh et al. (2012) also analyzed the effect of questioning techniques in written production in a Malaysian secondary school, with the hypothesis that students` written production is weak because the lack of ideas rather lack of vocabulary or grammatical features. The experimental research revealed that students in the focus group increased their writing competence from 63% to 80% scores in pre testing to the post testing stage. Researchers state that "The students also were responsible for participating in the discussion and engaged in meaningful communicative language while the activity was conducted in the classroom." (p.1030.)

In regards the use of peace education the contribution of Morgan (2012) and Pederanga (2013) are remarkable. They took into account the innovation curriculum has to have in order for the approach to contribute to a positive peace development.

Morgan conducted a study in a Japanese university who applied global issues curricula, as she intended to develop language skills through Project-Based Method focused on poster creation about social issues, linking the content of students' seminar classes held abroad Japan with the English class. She concluded that the inclusion of social issues for enhancing the language learning process helped learners to acquire "the language necessary to communicate their ideas about social issues, to think critically and develop as world citizens." (p. 367). She recognized that, although the development of speaking fluency was one of her main goals, the development of the posters helped her to recognize students' conceptions about the world and attitudes to become active participants in their society.

On the other hand, Pederanga et al. (2013) developed a quasi-experimental research to determine how the use of videoconferencing fosters peace education in comparison with traditional approaches to peace education. Videoconferencing was used with a set of students and traditional approaches to peace education with other sample of students demonstrating the "efficiency and effectiveness of teaching peace education" (p. 119) of videoconferencing. The researcher claimed that with the use of this tool students were able to become aware of others' lives, fostering communicative and social skills which resulted on increasing levels of self-stem, language learning and "moral lessons allowing them to think, to decide and to apply the things they have learned in their own real life" (p.119).

Chapter III

Instructional Design

The pedagogical intervention in this research project aimed at describing the degree of development of Critical thinking skills of inference and comprehension through the Peace education Approach framed on the Socratic Questioning method in ninth graders, whose ages comprised between 14 to 17 years old.

For the achievement of the resolution of the research question, the following objectives were proposed at the pedagogical level:

To develop inference and comprehension skills

To improve communicative skills in the target language

Supporting Theory

For the construction of a theoretical foundation that contributes to the development of inference and comprehension skills in 9th graders, I focused on a theory of education, a theory of learning, a theory of language and an approach to language teaching that structured the construction of lessons.

To begin with, Reconstructivism is a theory of education developed by Theodore Brameld and which aims at developing curriculums that focus on the students' experience based on a critical action on real problems like violence, oppression, hunger or inequality; and that is supported by four tenets:

School is a powerful force for social and political change that is achieved through argumentation and debates about the weaknesses of social, political and economic structures;

Develop a new order that challenges social inequalities like prejudice, discrimination and economic exploitation;

Democratic practices inside the classroom are highly promoted; and,

Controversial and social problems ought to play an important role in education

In the same way, Freire (2005) discussed the educational practice called “banking education” in which students were conceived as a jar that should be filled by what the teacher thought was good for them,; being the teacher the source of knowledge and education a means for mechanical acts of memorization. He proposed that education should be a student-centered process in which the end is to construct knowledge based on reality; humanizing them by promoting the opportunity to think and act critically over such reality. He argues that only through this conception of education, called “pedagogy of the oppressed”, society can be changed as the oppressed would no longer be oppressed by the historical conditions that have been imposed to them.

Secondly, in regards the theory of learning, transformative learning is shaped when “an individual becomes aware of holding a limiting or distorted view. If the individual critically examines this view, opens himself to alternatives, and consequently changes the way she sees things, he has transformed some part of how she makes meaning out of the world” (n.d. available). This type of learning has two kinds of learning: instrumental learning occurs when the beings are able to determine cause-effect relationships through problem-solving activities that

help them to recognize and change how they perceived the world. Communicative learning deals with the way the person is able to communicate his feelings, needs and feelings.

This theory of learning is based also by four tenets that can be listed as follows:

Adult exhibit two kinds of learning: instrumental (e.g., cause/effect) and communicative (e.g., feelings)

Learning involves changing meaning structures (perspectives and schemes).

Change of meaning structures occurs through reflection about content, process or premises.

Learning can involve: refining/elaborating meaning schemes, learning new schemes, transforming schemes, or transforming perspectives.

The third concept is language as self-expression. This theory of language influenced by humanism conceives language as "a means of personal expression and a tool for personal fulfillment."(Tudor, 2001: p.66). Tudor considers that teachers using this kind of humanist conception need to create awareness on students in regard the learning process: Expressing feelings and personal opinions is not incidental on the learning programme but a part of it.

Lastly, another concept in the proposal is Peace Education, an approach to language teaching derived from social studies which aims, according to Cates (1992) to "enabling students to effectively acquire and use of a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems" (p. 1-2).

Cates (1990) argues the need of transforming current educational practices as they are promoting in students attitudes of apathy and selfishness which do not allow them to realize the issues that happen around them. Violence, as one of these issues that surrounds academic settings configure how the world is perceived and thought. As a result of this recognition the teacher needs to identify four kinds of violence in the attempt of implementing the Peace Education in the languages classroom, whose have equivalent types of peace:

> *Direct violence* involves physical manifestations of violence done to a person or group. Negative peace is when there is not a physical confrontation however, this do not guarantee the suppression of injustice or oppression;
>
> *Structural violence* deals with systematic oppression or social injustice, like the Apartheid. According to Olweus, as cited in Torres (2012), there are three causes that trigger violence, highlighting the "need of power and control" as the main. She argues that it is remarkable "the joy of mechanisms of control and domination causing in the aggressor feelings of satisfaction"(p.91), which as a result will cause feelings of no worth in the oppressed. Positive peace and psychological peace are the result of developing good will, compassion and altruism. Positive peace also deals with overcoming those conditions that feed social injustice;
>
> *Psychological violence* refers to attitudes of hate, jealousy or prejudice and;
>
> *Environmental violence* is violence against nature. Environmental peace requires people living in harmony with the natural world (Cates 1992; p. 3-4).

Materials are meant to develop "socially-responsible world citizens" (1999) through the contact to material which help students develop understanding of the issues, language, critical and social skills; and attitudes to overcome violence in their communities.

All these concepts were integrated though the implementation of the Socratic Method which is the most known way for developing critical thinking and which are sets of questions that, according to Davis, as cited in Etemadzadeha et al. (2012), supports active and student-centered learning; helps students to construct knowledge; benefits students' development of problem-solving skills; and improves long-term retention of knowledge.

As the proposal aimed at fostering students' critical thinking skills of inference and comprehension through the Socratic Method while developing communicative skills these concepts were the foundation of lessons and were integrated to fulfill the objectives in three sequenced stages treating the topic of violence, being structural violence and environmental violence the ones chosen and addressed separately during the time the proposal took place.

Implementation

The planning of lessons consisted on the creation of questions based on realia and that is socially-meaningful. Most of the lessons were conceived as a space for the communication of ideas, critical thinking development and authentic material analysis, based on classroom debate strategies for promoting such experiences. In the annexes section (annex 2), the reader will be able to find the syllabus that the researcher developed to be implemented in the school.

First, in the theory stage the idea is to contextualize students with the topic to be worked on, the nature of violence and useful vocabulary. In this stage, some of the activities developed were the following:

Students defined different types of violence;

Students were asked about their perceptions on violence;

Students read about the role of humans in contamination;

Students organized hierarchically different types of violence;

Students developed some individual activities to learn vocabulary and for writing ideas about violence.

The following stage is called enlightment and was meant to provide spaces for the recognition of the issue in students' direct contexts. In this case, students were prompted to identify violence in their schools, neighborhoods or homes through the following activities:

Questioning about the origins and consequences of different kinds of violence;

Creating mind maps about the issues;

Researching and evaluating information about racism, bullying, violence against women, pollution and natural resources;

Supporting ideas based on mind maps, previous knowledge and information;

Reflecting upon others' ideas;

Creating own ideas or concepts about violence.

Finally, the action stage is where learners try to take actions to overcome the issues. In the case of structural violence, students were asked to develop a Non- Profit organization aimed at supporting victims of a previously chosen violence. Examples of this were: victims of racism, poverty violence against nature, among others, while for the second project (violence against nature), students created a role play depicting violence against the environment and how humans could help to overcome it.

These stages required an assesment process from which students could receive as more feedback as possible, creating the need of one-to-one feedback, for which formative assesment was used in students' productions. Formative assesment is that kind of assesment that provides feedback to the learner, in which can be identified strengths and weaknesses for improving the

learning process. This were shaped in two ways: written and through CTR's (Critical Thinking Rubrics).

Throughout the lessons students were expected to produce and communicate their ideas on the proposed topics, so feedback is important as there were anticipated the improvement of their critical thinking skills of inference and comprehension; and their language learning processes.

Also, critical thinking rubrics were designed for assessing the development of critical thinking, viewing it not as an outcome but a process that requires time to be developed. As the intervention focuses on comprehension and inference, only these spaces on the critical thinking rubric will be taken into account in the feedback process and assesment of students productions.

In the sample that can be found in the annexes section (annex 3), a sample of a CTR describes the levels of attainment expected for the six critical thinking skills. "Communicates own perspectives, hypotheses or position" deals with the skill of inference while "analyzes supporting data and evidence" relates with explanation. Each student will have his/her own rubric and will be analyzed four times to determine the levels of attainment and to provide feedback on use of the language.

Participants' Roles

Besides assesment and for achieving the objectives, the research required a change in regards how the educational setting is being conceived. In the following paragraphs is described how students, teacher and materials changed their roles to fit the requirements of the project

First, it was required a shift of traditional practices that conceive learning as a mechanical process focusing on delivering content for students to memorize and the teacher as the only source of knowledge.

Because of this, the teacher in the project was conceived as a facilitator in the process of students' critical thinking skills development, providing the opportunities and spaces for students to communicate and express freely their ideas without feeling they are being judged or tested in their opinions. As mentioned previously, the teacher is no longer the center of the educational processes, but a developer of scenarios for students to interact, communicate and create knowledge from their experience about violence.

Secondly, the students assumed an active role in the classes, as most of the lessons were conducted under the Socratic Method, they were *participative* with their opinions in an environment of respect for others' opinions and attentiveness; they *interacted* among them, using language as a means of maintaining their relations in the classroom and as a tool for communicating ideas, feelings and thoughts; *Creators* is the other role students assumed in the proposal, as they were expected to develop their own ideas of violence in a critical manner and proposing ideas to overcome this issue in their settings.

From these views, I recognize the humanizing aspect of Freire's Critical pedagogy in the sense that students are recognized as individuals that create knowledge from a reality that they assume to be true but due to its nature can be changed in the seek for liberty.

Materials' Roles

According to what the students' needs assesment suggested, they approached to language mainly though music, movies or videogames. Realia are cultural constructions that do not have a

pedagogical purpose by their own in which people can see the use of language in a situated context.

In the proposal, realia was fundamental not only because it is the source for input students required to assimilate language features like pronunciation and grammar, but imparted knowledge, attitudes and skills required to become active citizens.

As there is little or none authentic material in Colombia that concerns language learning through global issues, teachers can ask students to create their own materials for class, like posters or composition that they can relate with; by doing this, students got motivated as they were also expected to increase their levels of initiative, and they assume ownership on classroom dynamics.

The following syllabus (*annex 2*) is divided in sessions that corresponded to 4 hours of class. Activities were grouped in colors that correspond to the three divisions made by Facione in his emancipatory action research:

Blue represents activities concerning to the *theory* stage of the proposal, which aimed at the recognition of the problematic; red to the *enlightment, in which students recognize the problematic in their immediate setting;* and purple to the *action* stage, which is intended to be a creative moment in where students take action over the problem in order to solve it. Each section of the syllabus developed fostered the recognition of violent issues that were selected by the students after a classroom discussion and, throughout the lessons, students were exposed to several activities and procedures that made them use the language in a communicative and cooperative manner, while at the same time those same activities fostered the development of students' critical thinking skills.

Chapter IV

Research Design

Introduction to the Research Design

The qualitative research paradigm in which this project was developed is, according to Strauss & Corbin (2002) "any type of research that generates findings not reached by statistical procedures or any other kinds of quantification"(p.19), and that aims at discovering cultural patterns, perspectives, interpersonal relations or feelings through theories created from data gathered. This process is called grounded theory and is constituted by three elements such as *data, interpretations and interactions.*

Data is all what the researcher gathered in the research process and that helped to gain insights about cultures, actions, feelings or patterns of diverse interest; while Interpretations are reached when the researcher develops understandings and concepts based on the data collected and the formed categories; also, interactions occur when the researcher reacts to the data gathering process and the data itself.

In the words of Strauss & Corbin, grounded theory is a research method that:

> Is centered, as it forces the researcher to consider the authenticity of data; not to take posture in relation with the data and to be objective;
>
> Compel the researcher to examine the specific characteristics of data;
>
> Helps to improve questioning and methods;
>
> Promotes methods of conceptual analysis, as it is expected to avoid description;
>
> Helps the grouping of concepts according to their properties and;

Discovers properties and dimensions of data based on theoretical comparison. (p. 72-73)

Based on these conceptions, this research was structured in an emancipatory action research method aimed at describing the development of critical thinking skills in 9th graders at a public school in Bogota through peace education content, as action research can be described as "a process through which practitioners study their own practice to solve their personal practical problems" (Johnson, as cited in Diaz, 2006). Promoting the development of well-prepared citizens who are able to cope with global problems like violence is a concern in recent years in language teaching, a process which should be strengthened in the 9th grade curriculum in the school the research took place.

On the other hand, emancipatory action research, according to Habermas, (as cited in Diaz, 2006) has three stages: theory, enlightment and action. In the *theory* stage, students and teacher studied the situations that were a concern and a cause for their oppression; *enlightment* consists on the identification of the situations studied in participants' lives and; *action* consists on the transformation of the situation for overcoming the oppression they are living in.

With these two concepts in mind can be said that students were humanized through the implementation of the Peace Education Approach as it provided the opportunity to construct knowledge together with the guide of the teacher, changing their perspectives, understanding and reflecting on the setting or situation.

The research was carried out in a public school in Bogota, located in the city center, which is surrounded by several cultural places like museums and universities. In fact, the school shares facilities with a university. The school counts with multimedia room that allowed the use of videos, songs and internet to be used in the English classes. The school's institutional

educative project (IEP) is strongly constituted by promoting pacific living through dialog as means of assuming conflict as an issue that requires being approached to construct a better society.

The participants of the study were 9th grade students of a public school in Bogota. They had a basic command of English (lower A1) at the time this project began, and their ages ranged from 14-17. Students' interests in learning English varied from formal aspects such as working or studying, to less formal scenarios like traveling or understanding cultural constructions like music, videogames or movies. In regards to the selection of the participants for the project, a sampling process aimed at identifying a part, segment or portion that could enlighten the representative processes and outcomes of the whole class was also carried out.

Sampling, Units of Analysis and Units of Observation

For the selection of the participants that took part in the project a homogenous sampling scheme was implemented and that , according to Collins and Onwuegbuzie (2007), this type of scheme focuses on "choosing participants based on similar or specific characteristics" (p.285), such as degree of schooling, and age. As mentioned before, the participants were students of 9th grade, what represents the same degree of schooling of the participants, while their ages comprised between 14 to 17 years old.

As the aim of qualitative research is not to generalize the findings, but to gain knowledge and insights about a phenomenon, this non-random sample technique helped to gain rich information from the participants without biases.

Another important characteristic of the project is that it focused on individual units of observation, as the aims of the project were to determine how critical thinking skills evolved in

learners` tasks and discourses through the implementation of the peace education approach over the sessions at the school. This was conceived is such way because critical thinking development is a subjective process that involves different components depending on the type of learner, the setting, the needs and interest of the students, while, the research centered 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 claim that units of analysis are concepts that are not concrete on space or on time and that have an abstract nature; saying this that units of analysis are not concrete groups but a group of entities that can be placed and situated in an specific period of time and can be tracked over time

Going more in deep, perspectives are, according to 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). As the research focuses on three stages (theory, enlightment and action) that can be analyzed throughout time, students' perspectives are a valuable source of data that can show a state of consciousness that is expected to be developed with the implementation of both, the Socratic questioning and the peace education content; and that can be revealed when analyzing individually the different methods to gather data.

Data Collection Methods

Research diaries, archival data and Critical thinking rubrics were used as a means of gathering data and for triangulating purposes, that, in the words of Babie (2007), allows the

researcher to identify and use several sources for information as "each research method has particular strengths and weaknesses" (p.113).

To begin with, research diaries were conceived as an instrument that "provides a form through which the interaction of subjective and objective aspects of doing research can be openly acknowledged and brought into a productive relationship" (Newbury, 2001, p.3) within a set of categories that allow the integration of subjective, objective and methodological aspects.

Observational notes refer to the objective aspect of the research. Schatzman & Strauss (1971, as cited in Newbury), conceive these as

> "Statements bearing upon events experienced principally through watching and listening. They contain as little interpretation as possible, and are as reliable as the observer can construct them. Each ON represents an event deemed important enough to include in the fund of recorded experience, as a piece of evidence for some proposition yet unborn or as a property of a context or situation. An ON is the Who, What, When, Where and How of human activity" (p.100)

Subjective aspects of the research can be placed in the theoretical notes. In the words of Schatzman and Strauss, theoretical notes "represent self-conscious, controlled attempts to derive meaning from any one or several observation notes. The observer as recorder thinks about what he has experienced, and makes whatever private declaration of meaning he feels will bear conceptual fruit" (p.101)

The third consideration is the methodological aspect. Again, Schatzman and Strauss propose that

> "Methodological notes are "statement[s] that reflect an operational act completed or planned: an instruction to oneself, a reminder, a critique of one's own tactics. It notes timing, sequencing, stationing, stage setting, or maneuvering. Methodological notes might be thought of as observational notes on the researcher himself and upon the methodological process itself". (p.101)

With these concepts, I planed to gather as much data as possible from my perspective as teacher, researcher and evaluator of the content, material and production of students.

The second method I plan to use is archival data or students' artifacts. This method is, according to Freeman "anything produced by the teacher, the students, the administration, or the parents in conjunction with classroom teaching and learning. This material reflects what is happening inside (…) the classroom" (1998; p.205) and vary from test scores and students' work, to lesson planning that show the procedures and outcomes of the teaching and learning process.

The last method for data collection in the project were Critical Thinking Rubrics (CTR's) (2010). These consist on a guide for teachers and students to understand levels of attainment or development of Critical thinking that rates six criteria which correspond to each critical thinking skill; and six rating scales, that cohere to the degree of development of the skill. It is important to note that these rubrics are for "evaluating and discussing student learning, not for grading" (2010). As the research focuses on two specific critical thinking skills (comprehension and inference), only the sections of the CTR corresponding to these skills are analyzed.

Chapter V

Data Analysis

Introduction to the Data Analysis

In this chapter the reader will find the way in which the researcher collected, organized, and analyzed data as well with the categories that arose from such analysis. As mentioned in previous chapters, the aim of the research project was to develop classroom practices that contributed with the furtherance of critical thinking skills of inference and comprehension through the Socratic Questioning framed on peace education due to the historical circumstances that we are going through (peace process), and that require the development of aware, reflective, and propositive citizens that struggle for everlasting peace and social justice in their immediate contexts.

Out of my ninth grade classroom students from a public school in Bogota, the data gathered contributed to answer the research question: "How do the peace education approach and the Socratic Method develop the critical thinking skills of inference and comprehension in 9th graders?"; serving from several data collection techniques that helped the understanding of the processes students were going through.

The use of research diaries helped me to register personal, objective, and methodological aspects that acknowledged both, my subjective and objective view as the researcher in relation to what happened in the research; at the same time, Students' archival data or artifacts were used to gain insights about what was happening in students' minds when asked to develop a task and to surface their perspectives in regard violence; while CTR's were also used as a way of determine if there were any development in the mentioned critical thinking skills and as a way to assess

students for continuing working in such development by their own. These three methods then, used together showed how and at what extend the exposition to socially meaningful content though the peace education and the Socratic Method contributed to critical thinking development.

Following Tesch (1990, as referenced in Coffey 2003) the qualitative analysis of data is a reflexive and cyclical process that is systematic but not rigid in which data is fragmented in categories but they must retain relations among them and that involves induction from the researcher.

There are several approaches to qualitative data analysis that follow these tenets, but all of them center on the "rigorous and academic *transformation of information"* (Coffey 2003; p.4) for being able to comprehend the contexts and situations we seek to understand. Examples of these are the models by Huberman & miles (1994 as cited in Coffey) that describe the data analysis process as three interconnected sub processes that imply the *reduction of data* (create categories, groups or themes), *exposure* in visual manner and *conclusion* or interpretation. Dey's model (1993 as cited in Coffey) similarly implies three sub processes: *description* of the context or the processes that were carried out, *classification,* that deals with the process of categorization of information and finally, *linking* making reference to the analysis of emerging patterns.

Data Management

Moreover, the way in which data was managed was based in the grounded approach by Freeman (1998), who distinguishes four stages in the process of data analysis which are naming, grouping, finding relationships and displaying.

To begin, with, Naming is the process in which the concern is marking data or assigning codes to it. In qualitative data analysis, these marks or codes can be a priori (based on previously

established categories or themes); grounded (that emerge from the data) or researcher-created (created by the researcher from data). For the case of this research, the naming process includes grounded coding and researcher-created, as such procedure involved the use of the data and the patterns that the researcher assigns a name to. The main patterns that arose in this first stage were that students used prior knowledge to support their ideas; had a limited concept of what racism and poverty entail; and insufficient comprehension of the issues proposed and use of data to support their ideas.

These first patterns contributed to overview how students were developing critical thinking skills and awareness of an issue and to categorize their behaviors in regards the process carried out. Following this idea, Corbin & Strauss (2002) claim that in this process the researcher analyses data carefully in order to develop the main categories and once the main categories are generated, the remaining data will contribute to complete them.

Secondly, grouping involved the grouping of the codes into categories in order to create a skeleton around data that helps the researcher understand it through its description. This process was also constituted by grounded categories or a priori categories that, correspondingly to the previous step and for the sake of this project were grounded or emerging from the data itself.

Periodical examination of data, of codes assigned, and of categories created took place throughout the analysis of data in order to group the codes that emerged from the data and to locate each piece of information or pattern into a category that could describe the development of comprehension and inference and students' awareness to socially-meaningful topics.

Also, In this part of the data analysis and as the research process took place, the researcher began a process of theorical documentation that according to Corbin & Strauss (2002)

helps the researcher to observe data objectively in order to classify it according to its features and scope.

Third, finding relationships among categories was a process that improved the interpretation of data and helped the construction of the skeleton of interpretations of the patterns among categories that began in the previous stage. As the project took place in stages that aimed at strengthening the critical thinking and critical sense of students, these interpretations contributed to comprehend how they developed inference and comprehension skills and gained any kind of empowerment to overcome social problems.

Finally, displaying was the stage in which the interpretations of the data and the categories that emerged are made visually. In the words of the author, displaying is a dual element of data analysis that involves a process and a product. It is a product in the sense that it "refines interpretations that fit the data in response to questions and inquires", while at the same time it is a product in the sense that it "provides a view of the data visually" (Freeman, 1998; p.100).

These processes enriched the understandings on how the implementation of the Socratic Method and the Peace Education Approach contributed to the students' development of critical thinking skills. The methodologies described previously contributed to the creation of some patterns that derived from the analysis of data, their grouping in the categories of "*recognition of methods used to dehumanize men", "use of prior knowledge to recognize structures of power as creator of violence", "identifying feelings of the participants of violence against nature", "changing perspectives"* and *"empowering and taking actions"*.

In the upcoming subtitle, the researcher deploys the data display in which the reader will be able to observe the patterns and the categories mentioned previously and the interpretation that was established to them with the sake of answering the research question: How do the peace education approach and the Socratic Method develop the critical thinking skills of inference and comprehension in 9th graders?

Data Display and Interpretation

As mentioned previously, one option for transforming data into useful information was to deploy it visually in diagrams or charts for identifying patterns, key facts or categories and the way in which those relate to the observations of the research to later provide an interpretation of them.

In the annexes section the reader will be able to find a more detailed chart (annex 4) in which is related the emerging categories with the information and patterns registered in the research diaries, the analysis done to students' archival data, and the critical thinking rubrics; with some reflections done by the researcher taking into account some theory that helped to construct the analysis of the categories and to identify their relations.

Here I only deployed the main categories that arose after the systematic and careful analysis of the three techniques for gathering data and that provided insights on the stages students went through when developing their critical thinking skills of inference and comprehension through the Socratic Method and at what extend those skills were developed.

Research question	Categories	Voice of the theory
How do the peace education approach and the Socratic Method develop the critical thinking skills of inference and comprehension in 9th graders?	USE OF PRIOR KNOWLEDGE TO RECOGNIZE AND COMPREHEND STRUCTURES OF POWER AS CREATOR OF VIOLENCE	Forming hypothesis recognition of structures, patterns or methods (Sanchez, 2004). Comparing and explaining patterns (Noordman & Vonk, 2015). Need of power and control as a trigger of violence (Torres, 2012). Distinction of violence not only as physical harm (Cates, 1990).
	RECOGNITION OF METHODS USED TO DEHUMANIZE MEN	Lack of educative opportunities to overcome social issues (Freire, 2005). Social welfare and progress represent climate change (Elorza, 2007).
	IDENTIDYING FEELINGS OF THE PARTICIPANTS OF VIOLENCE AGAINST NATURE	Placing oneself in other's shoes (Cates, 1990).
	CHANGING PERSPECTIVES	Factors affecting positive behavior (Gifford & Nilsson, 20014). Recognition of the issue critically (Habermas, as cited in Diaz, 2006).
	EMPOWERING AND TAKING ACTIONS	Struggling against the status quo (Freire, 2005). Proposition of norms and institutions (Habermas; as cited in Diaz, 2006).

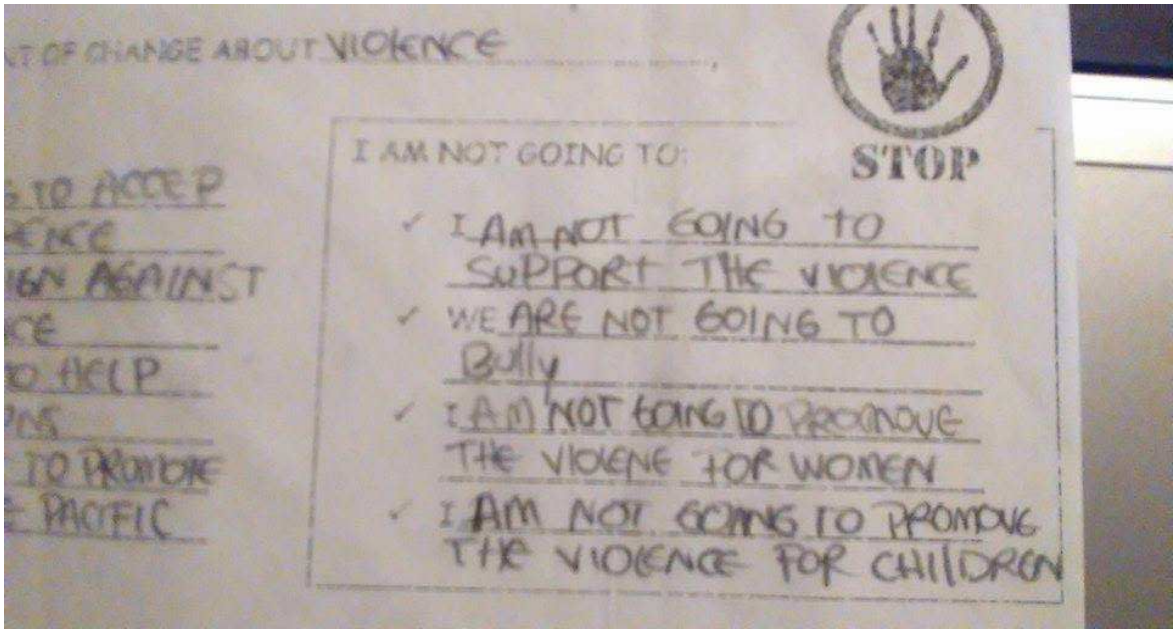
Table1. Data display

Use of Prior Knowledge to Recognize and Comprehend Structures of Power as Creators of Violence. The first category that was found is named "use of prior knowledge to recognize and comprehend structures of power as creator of violence". As León (2001) suggests, "comprehension is understood as a complex and interactive process that requires the activation of a considerable amount of knowledge (…) and the generation of a large amount of inferences" (1st paragraph). During the process students mentioned Nazism as an example of power relations and the consequences that this way of thinking brought to the world. In this sense, "he (the student) is not only providing an opinion but justifying it based on his previous knowledge", he made a statement based on the comprehension of a relevant issue for the presentation. teacher's reflective journal, September 2nd/2015.

Also, from this idea, I could distinguish that childhood was also a participant in war and violence, and was also a concern for the group. The students used the sentence "we are not going to make children suffer", stating that children, rather being the cause of war, are the most affected population that can be involved in any conflict, using again the example of Nazism and what this ideology did to Jew children.

Such examples and others that they provided, like violent representations such as Bullying, Promoting violence to women and men and Making children suffer, being mean to people-they declared-, correspond to what they have learned in other classes like ethics and conversations about human rights. From these pieces of information, I could deduce that there is a conception in where feelings of selfishness and apathy against others are roots of violence in modern world for students.

Being mean to others, no matter what their gender, age or condition is, declare that violence was not only conceived as hurting others in their humanity, but being aggressive with attitudes, thoughts and actions constitute types of structures of violence as well.



From students archival data it is evident the fact that the knowledge that they acquired from the lessons and the previous one they had helped them to "induce the inferences" and to surface "what is the coherence behind what is perceived (by them)" (León, 2001; paragraph.1).

At the beginning of the project most the participants were not able to justify their points of view or to base their opinions on evidence placing them in the lowest scale of the critical thinking rubric. At the second time of assesment with the critical thinking rubric, that is, after the exposition of students to the Socratic Method and the peace education content, as well as at the first project students developed, their opinions and explanations became to be more autonomous and based on prior knowledge and data. One way to exemplify this comes from the reflective

journal from September the 2nd, in which the researcher reported from one of the participants "ideologies are the root of violence". When the student was asked about his perceptions regarding violence, he specifically referred to Nazism and his social studies classes to elaborate on his answer, showing use of language and data to share his perception. However, from this same session of the first project presentation another student still showed limited scope on what racism entails, as she claimed that she was "Not going to Practice racism" and a way to do so was to "tratar a las personas igual sin diferenciar su color de piel" (student presentation). Although this showed limitations of criticality in regards to racism, this participant at least tried to address the issue and one way in which it is practiced.

In the second project –the role play- the students showed through their written texts the processes they went through during the intervention. It is important to remember that the research project was conducted during three stages, theory, enlightment and action, and that the expected end of it was for students to infer meaning from information and classroom discussions to provide hypothesis based on their own reasoning and explain them. During the categorization of the information collected in the second project, students addressed the issue of violence against nature, placed it in their contexts, created characters in which they mirrored they actions and the causants of violence, and proposed scenarios in which they contributed to solve the issue. This made me think that in most of the cases, learners developed consciousness about the issue and showed –in the texts- the need to overcome it.

In general, students showed development of inductive inferences and deductive inference, as their products derived from a process in which they were exposed to information and realia that allowed them to use their previous knowledge and the new one they acquired to conclude generalities of the given issue. This can be appreciated in the reflective journal for September 2nd

in the sense that “Students were asked to tell words about violence and to order them hierarchically. The most repeated concepts students told were war, poverty, contamination, corruption and racism”.

As mentioned in the literature review, inductive inferences take place when students activate available knowledge and in tasks like the one I mentioned previously, students’ words are assumed to be inferred by them as those words apparently do not keep any relation to the concept violence, while deductive inferences are perceived during the poster presentations as they were able to explain why those concepts they came up with generated violence in a more elaborated manner after a critical reflection over the reality they discovered.

Van dijk (1983) identifies these same characteristics of inferences in his strategies of discourse comprehension, grouping inferences in bridging inferences and elaborative inferences: the first ones are “required for the coherence of the text”, that is, to eliminate any linguistic misunderstanding, and that allow the reader to “access a matching memory trace” (p.50); while elaborative inferences occur “when the reader uses his or her knowledge to about the topic under discussion to till in additional detail not mentioned in the text or to establish connections between what is being read and related items of knowledge” these inferences “do not occur during comprehension but when they are made” (p.51) by the reader especially when elaborating in a point or argument.

Another example of inference was the multiple scenarios students created for their role plays. They used the videos, classroom activities and songs they worked with to create situations and characters that took part in their writings, like a family of monkeys being in danger by a woodcutter who at the end leave the jungle by sake of the animals; or a battle among the animals

and people who wanted to destroy their forest which ends being protected by a sort of governmental organization. Again, students were presented with an issue and they even proposed solutions to the problem they developed, using their inference skills to determine the degree of action they need to take based on the situations portrayed in their creations.

About comprehension skills, I could notice that they were not only able to use the language to express and give meaning to an issue they faced, but the reasons that initiate such issues. As an example, in one of the students' artifacts one of them students wrote: "this will be a big city if animals don't do anything"; "I need of paper because i need books for the humans", for what I could say that they identified the social construction of a civilization based on cities that promote distancing between men and nature to a point of destroying it to supply men needs, while in the second sample, the same occurs, the need to provide humans with paper for different purposes caused the destruction of the environment of the animals living there, showing, again, evolution of higher thinking skills.

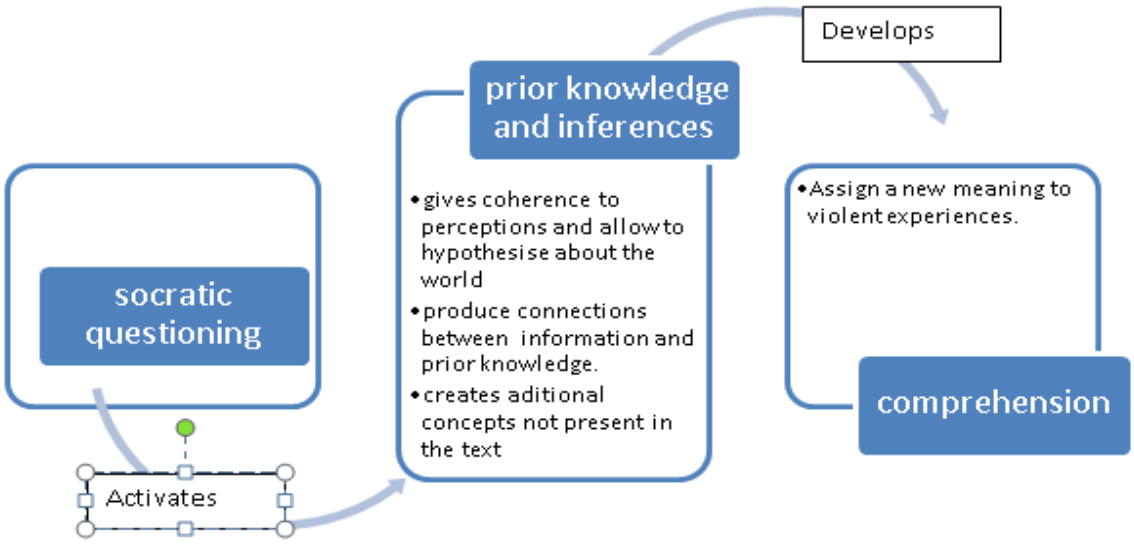


Figure2. Relation inference-comprehension and Socratic Questioning

Recognition of Methods to Dehumanize Men. In the second category named "recognition of methods used to dehumanize men", students talked about violence against the environment and about war and recognized that one way of avoiding violence is avoiding racism and misconceptions of what social development means. This made me think that the students recognized that violence is not the fact of harming physically another, but that there are other underlying factors like structural violence, which entails skills of inference in the sense that to recognize structural violence learners develop their capacities of reading critically reality, which unmasks these processes that remained unknown for them and that "are the main cause for the need of critical comprehension" (Cassany, 2009; p.6). Transcending and being able to go beyond what is provided by media and cultural constructions is also important in the process of critical comprehension as the processes of critical thinking requires " detecting and stopping the persuasive mechanisms present in postmodernity for students to be able to make mature, aware and interest-guided decisions"(p.5), while abstracting structural problems of society is also an essential characteristic of a type of thinking that understands the patterns that have been established and that respond to the "denial to admire the world authentically, denounce it, question it and transform it to achieve humanization, but to support the reality that serves to the oppressors" (Freire, 2005; p.163), a world in which one group dominates another by the use of structures of segregation, dominance or power.

In this aspect, gender and ideological perspectives played an important role, as violence against women and men was a concern for students as well, distinguishing the fact that there are ways in which men and women are segregated, even persecuted, by their gender, causing conflicts in schools, societies, and ways of thinking.

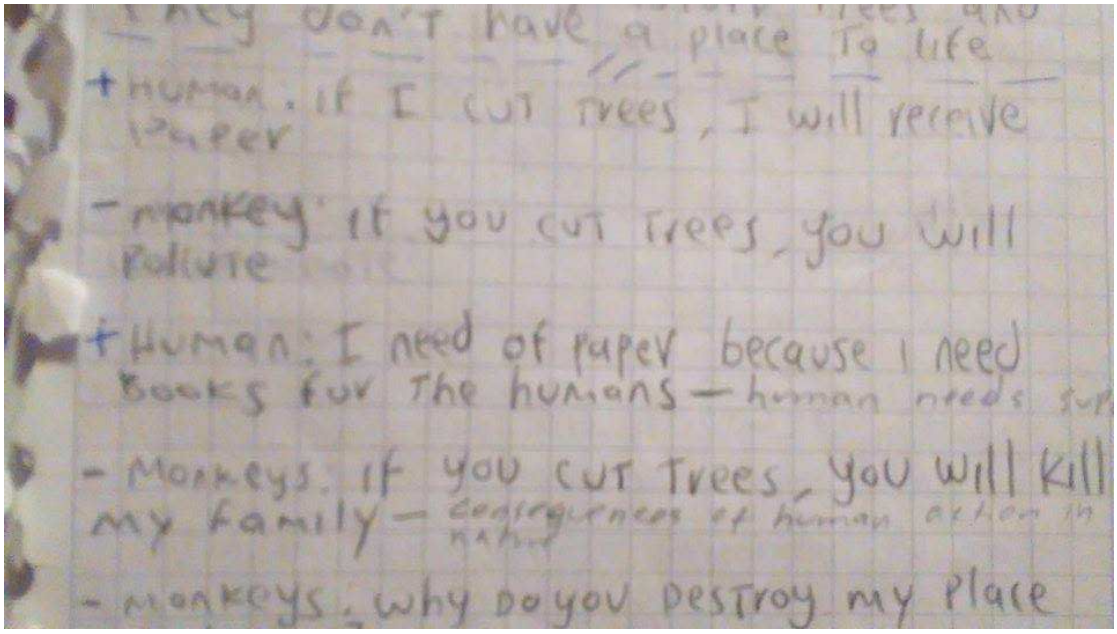
Although their proposals on actions they could do for stopping racism were limited, their contributions to what they were not going to do were a little bit more conceptual. They said that for preventing racism, they were “not going to be mean with people” and “ not going to practice racism”. When asked to say why racism was a problem, a participant of the group stated that “racism is a problem because most people don’t know the meaning of equality. When asked to elaborate on what equality was, she said: “tratar a las personas igual sin diferenciar su color de piel.” Here I could notice that there is a limited scope on what racism is to the student, as she only mentioned the skin complexion as a motto to racism, without considering other causes of racism, such as sexual orientation, religious views, political identity or social strata, among others.

Poverty was also identified as a means of promoting violence and that there was a marked conception of what poverty entails that can be identified in these two trends: one, merely economical, and the other, concerning with knowledge. The students said that for overcoming poverty, they could “Give meals to the people”, “Give houses and beds”, and “give schools and computers” which show the direct effects of poverty in human beings, and how poverty dehumanize people, restricting them from accessing basic services to fulfill their needs, like food, shelter and most important, education.

On the other hand, students identified that human development is one of the main roots of violence against nature. As the name of the category suggests, learners identified humans as the main causatives of violence against nature and that such violence is caused to supply our needs. In this sense, human progress can be placed in three processes that influence social development: population, technology and consumption rates, which are assumed to determine the factors that

cause contamination or changes in natural resources and that have caused that men put it aside and exploit it irresponsibly, creating misconceptions of what development and nature are.

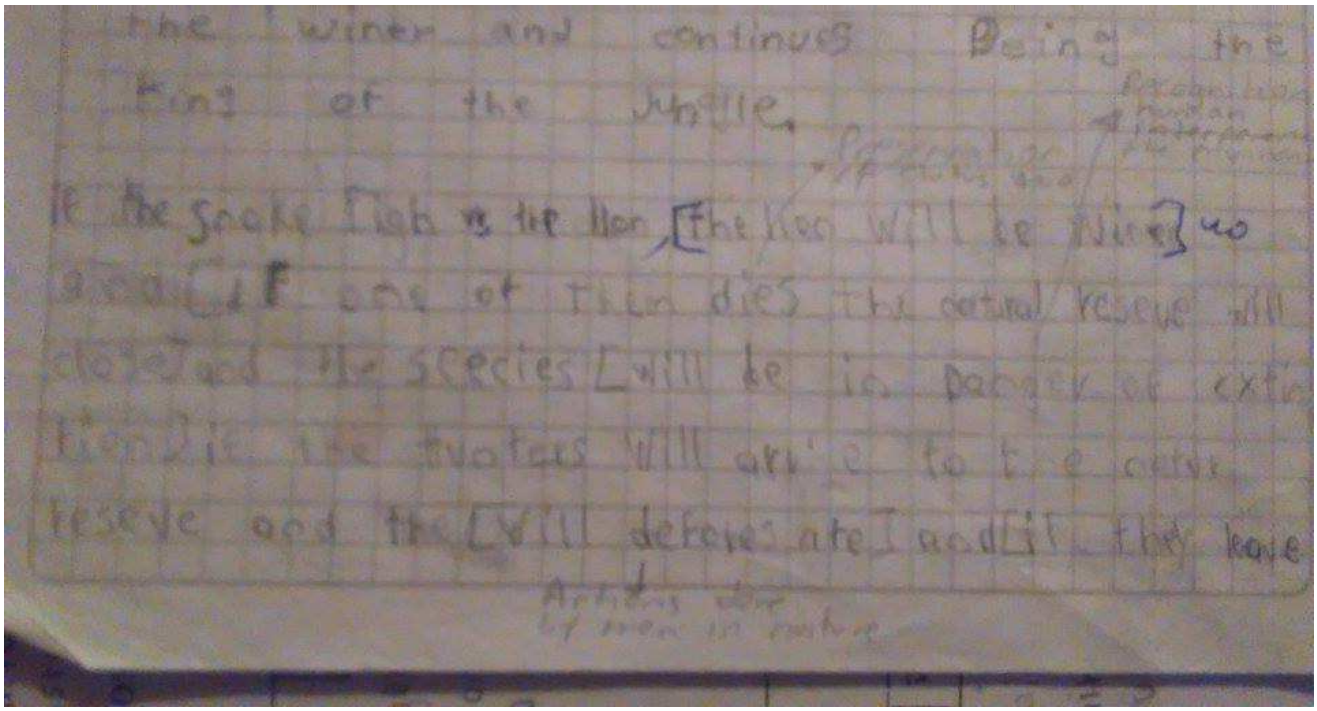
Correspondingly, learners identified two of these processes mostly: the recognition of the growth of the population and the capacity of that population to acquire goods were highlighted. When students say "this will be a big city if animals don't do anything" or " I need of paper because i need books for the humans", we can see that the importance of acquiring things and building cities were the main causes of violence against nature for them.



It is important to mention here the distinctions that Elorza (2007) and Gifford & Nilsson (2014) in regards the use of natural resources and the factors (personal or social) that influence behaviors about environmental concern and behavior. The former explains that human beings are "a specie with the capacity to influence over the multiple natural systems in qualitative and quantitative manners, and that can equalize or exceed the capacities of natural agents" (Cendrero, 2003, as cited by Elorza, 2007; p. 212). Such ways of influence in the natural context is the

exploitation of natural resources for supplying human needs and to reflect social progress through population increase, technological capacity and wealth that industrial activity generates. This is mentioned to support the idea that students understand that humans have an active role-if not the main- in environmental issues mainly to sustain modern social structures and that they are aware that a change is needed.

Similarly, in other students' narrative it is also evident these aspects that portray their perspectives on how humans source from nature as a means for supplying needs. In the work, the students mentioned "the natural reserve will close and the species will be in danger of extinction if the hunters arrive to the natural reserve and they will deforestate." (students' archival data).



When exposed to questions related to racism students recognized that there is a problem about the term itself and its implications in social life. Moreover, and through the process of questioning, students elaborated in their answers causing construction of knowledge and student-

centered discussions that, according to Etemadzadeh et al (2013) are some benefits of the Socratic Questioning implemented in the classroom, knowledge that is required to contribute to the struggle to overcome violent scenarios in contexts in which students develop their imagination, express their ideas freely and question sources and information.

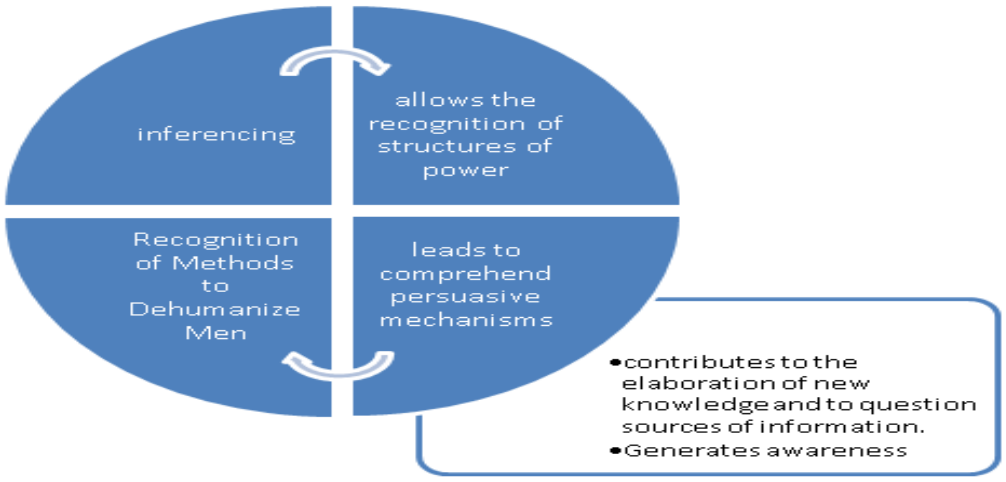


Figure3. Inference and Comprehension to Unmask Dehumanizing Methods

Identifying Feelings of the Participants of Violence. This is the third category and illustrates the students' perceptions about the feelings of the actors of violence. They not only described the ones that suffer but the ones that cause this kind of violence. In regard to this, it was evidenced that feelings that affect the behavior of people when taking about environmental concern or attitude is determined by knowledge, sense of control determined by internal locus of control (positive control beliefs), values, and perceived threats to personal health (Gifford & Nilsson, 2014). In students' statements, they portrayed some behaviors depending if they were describing feelings of the causatives or the affected by violence.

When portraying the behavior of the causants of violence, students described them as lacking of personal responsibility, and in control of the situation; while the ones that suffered from the alteration of the environment were feeling threatened and did not know the reason of the issue. These feelings and attitudes represent also structures in which people source from nature causing damages to it without thinking on the consequences to others and still exploit it; promoting the development of structures that foster the use of power and economy to decide what is done with the resources.

The process of recognizing the feelings of the self and others take place when pedagogical methods integrate inter subjective aspects and intra subjective aspects of learning into what is known as "empathic intelligence" (Arnold, 2005). According to the author, inter subjective phenomena "occur when individuals' thoughts and feelings are mutually influenced", while intra subjective phenomena "occur when an individual´s thoughts and feelings are influencing" (p.1), meaning this the need to implement methods of teaching in which learners can evaluate their own systems of beliefs, personal conceptions, skills, abilities and " the need to develop those abilities further engage in a mutually beneficial enterprise to further students' understanding and capacity to function in an increasingly complex, global world" (p.2).

Moreover, through this process of recognizing other's feelings learners arrive to what Goleman (1998, as cited in Mezirow, 20000) calls *reflective discourse.* In the words of the author, this type of discourse is the "specialized use of dialogue devoted to searching for a common understanding and assessment of the justification of interpretation or belief. This involves assessing reasons advanced by weighing the supportive evidence and arguments, and by examining alternative perspectives" (p.10-11). The importance of reflective discourse in describing the process in which 9th grade students identified the feelings of others about violence

lays in the fact that, as participants get to participate effectively in discourse sharing, they develop emotional intelligence, that in words of Goleman (1998, as cited in Mezirow, 20000), "involves the recognition of our own emotions, motivating oneself, recognizing emotions in others and handling relationships", what will lead to improve "major social competencies (that) include empathy and social skills" (p.11)

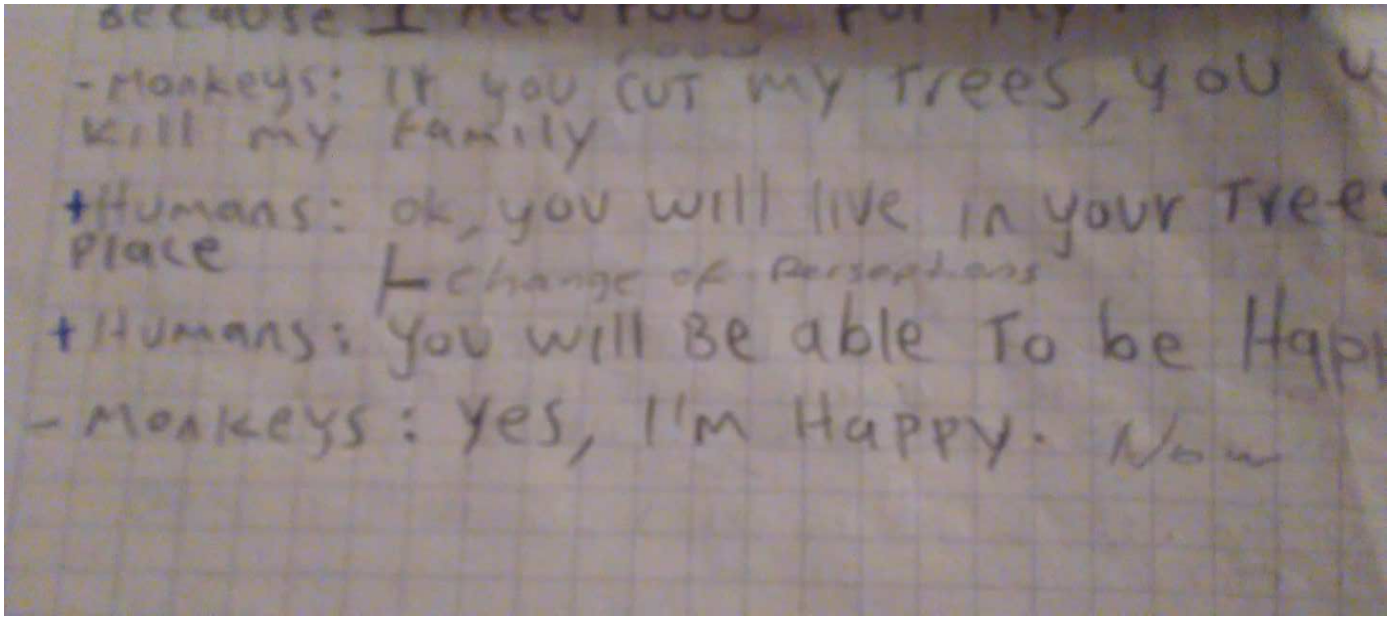
When the author mentions *empathy*, he refers to "understanding others and cultivating opportunity through diverse people and political awareness", while *social skills* is understood as "adeptness in getting desired responses from others" (p. 11).

This was possible when students faced the questioning proposed by the teacher in the sense that they were able to identify, express and comprehend why a given issue occurred and, critically, evaluate if the situation was the result of a logical thinking or performance. This aspect is noticeable,-among others- in the researcher reflective diary in which can be read "although there were a point in which students didn't agree, they kept being respectful and attentive to others opinions; students feel motivated to participate and share their opinions about the topic and the activities I proposed. (October 5th).

Questioning also allowed the assessment and understanding on how students interpret their experience and their partners' experiences through discourse and reach consensus that make students assess the reasons why people is violent, to end up being critically reflective on the beliefs, understandings and assumptions violent people hold as a justification for being violent

Moreover, in a student's piece of work, he mentions " Monkeys: If you cut my trees, you will kill my family; Humans: ok you will live in your trees and you will be able to be happy" (students' artifact), stating that once a person recognize the feelings of the others in a particular

context, that person becomes "mindful of the context in which the need of care arises, and mindful of the need to offer support" (p.4), resulting in "ok me i go to the city", what shows the need to change their perspectives, become participative and propositive and to be humanized, creating a bond with the people in a dehumanizing situation and recognizing the labor that is required to truly help them and to struggle together against any situation that oppress them.



This aspect in which students gathered to share their ideas and feelings in regards violence show that the method of questioning critically allows them the opportunity to set themselves in a position of responsible negotiation and interchange of ideas in order to find the most adequate solution to the given problem, as it was stated by the researcher in his research journal "as the activity required students to think about causes and consequences of environmental issues, they were negotiating in the consequences of their actions in regards the environment. (October 1st)

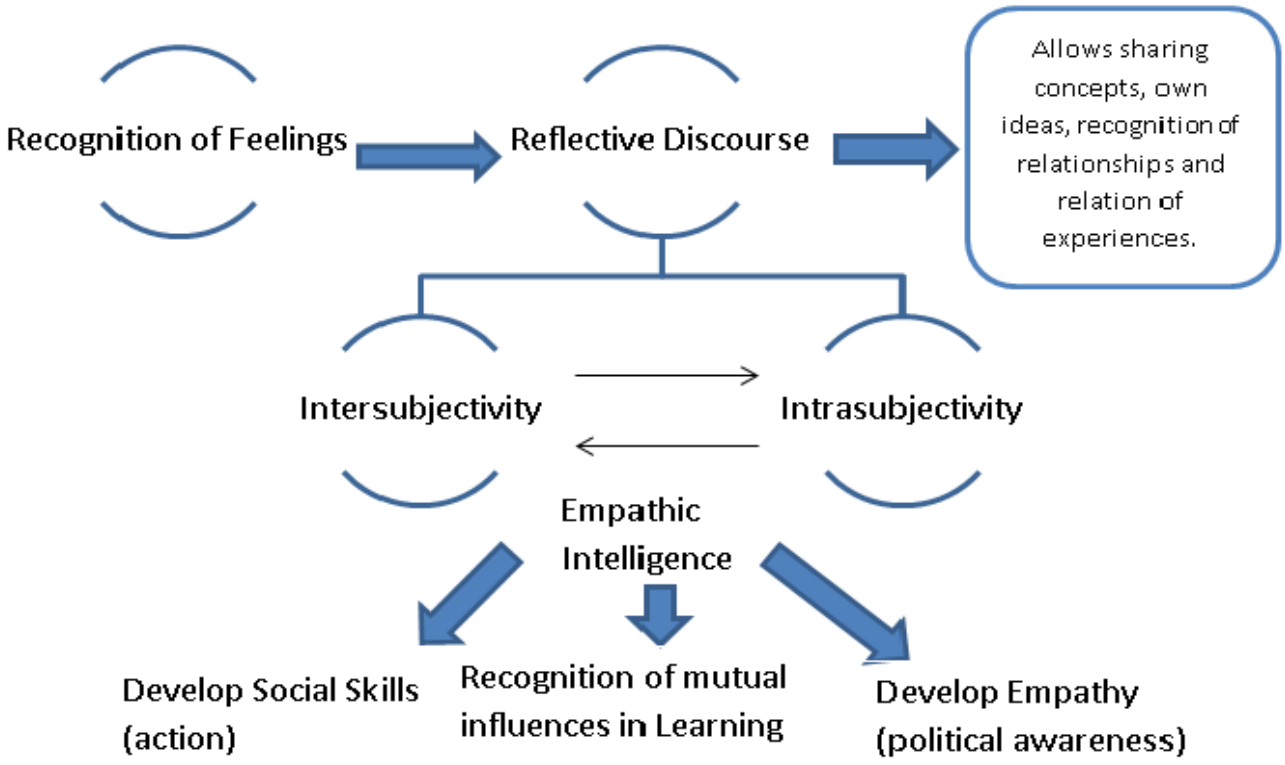


Figure4. The role of otherness in developing Critical Thinking

Changing Perspectives. This is the following category found and it indicates the development of new attitudes towards violence against environment and structural violence. This is the reflection of the second stage in the action research scheme proposed by Habermas that attempts to introduce students to a more critical perception of things once they have already discovered that their previous point of view was distorted by peers or mass media. In this stage, students became propositive in regards a solution for the issue proposed and their discourses were not so superficial but reflective on the facts that caused violence. Moreover, Mezirow (2000) claims that such points of view that are shaped by what he calls "frames of reference" are transformed "by becoming critically reflective on assumptions and aware of the context, -that is- The source, nature and consequences of taken-for-granted beliefs" (p. 19).

Humans make meaning, according to Bruner, (as cited in Mezirow, 2000), in four ways:

1. Establishing, shaping and maintaining intersubjectivity;
2. Relating events, utterances and behaviors to the action taken;
3. Constructing of particulars in a normative context – meaning relative to obligations , standard, conformities, and deviations;
4. Making prepositions –application of rules of the symbolic, syntactic and conceptual systems used to achieve decontextualized meanings, including rules of inference and logic and such distinction as whole-part, object-attribute and identity-otherness (p.4). In addition, Mezirow added another way of creating meaning that is "becoming critically aware of one's own assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p.4)

When referring to a frame of reference (Mezirow, 2000), it is understood that this is

> A meaning perspective, the structure of assumptions and expectations through which we filter sense impressions. It selectively shapes and delimits perception, cognition, feelings and disposition by predisposing our intentions, expectations and purposes. It provides the context for making meaning within which we choose what and how a sensory experience is to be constructed and/or appropriated (p. 16).

All of us hold frames of reference as these are implicit on our mental structures inferred by early experiences provided by parents or tutors in the shape of cultural paradigms. The nature of these entities is dual, being its first component an *habit of mind*, understanding these as "sets of assumptions (broad, generalized, orienting predispositions that act as a filter for interpreting the meaning of experience" (Mezirow, 2000; p.17); that result in a point of view, being this the

second component of a frame of reference. Going deeply, habits of mind, according to Mezirow are:

1. Sociolinguistic (being this) cultural canon, ideologies, social norms, customs, secondary socialization, among others;
2. Moral-ethical, (understood this as) conscience or moral norms;
3. Epistemic, (that are) learning styles, sensory preferences, focus on wholes or parts or on the concrete or abstract;
4. Philosophical, (which are) religious doctrine, philosophy, transcendental world views;
5. Psychological, (such as, but not limited to) self-concept, personality traits, emotional response patterns, fantasies, dreams, etc., and;
6. Aesthetic, (concerning these to) values, attitudes, standards judgments about beauty, ugly, etc.(p. 17)

The second component of a frame of reference are points of view that, as Mezirow stated, these

> Comprise clusters of meaning schemes (sets of immediate specific expectations, beliefs, feelings, attitudes and judgments that tacitly direct and shape a specific interpretation and determine how we judge, typify objects, and attribute (…) causality". They suggest a line of action that we tend to follow automatically unless brought into critical reflection. (p.18).

Students changed their perspectives as they were able to bring to awareness some of their distorted frames of reference as these were being evaluated critically by them, while through the

use of their prior knowledge and the language expressed new justified and informed points of view in their discourse that showed a transformation on the way they were perceiving violence.

Similarly, the way of developing awareness and acting pro-environmental or remaining apathetic, of course, is determined by social and personal factors, as stated by Gifford & Nilsson (2014) who claim that such factors shape the way people act or think in regards environmental issues. To begin with, personal factors are listed in 18 categories like childhood experience, knowledge and education, personality and values that are the most important in the sense that most of them are mediated by schooling and exposure to the issues. The researchers explained that children exposed to films about nature, readings and talks about environment tent to develop environmental concern, but early experience is not the only factor, as education should include these topics more often to develop awareness and values with "cooperative orientations that joints between the self and others" (p.5); while social factors are limited to culture or religion.

Is because of this that the need of identifying the narratives that contribute to the dehumanization of men in the classroom is the tool to transform their perspectives about their previous perceptions, and the way of doing it is through the questioning of the own reality, peers' assumptions and our own in order to gain critical insight of the issue they discovered as problematic. When describing the assumptions that require critical reflection, it is important to identify three categories of assumptions that require to reflect about and that, according to Brookfield (1995, as cited in Mezirow, 2000) are *paradigmatic*, that are those "that structure the world into fundamental categories"; *prescriptive*, that deal "with what we think ought to be happening in an specific situation"; and *causal*, that concerns about "how the world works and how it may be changed" (p19). When students were asked about an issue and to gain critical insights on violence against the environment, students showed tendencies to challenge their

causal assumptions and their prescriptive assumptions. One example of this can be found in the students' works when he says that "ok you will live in your trees and will be able to be happy", being this an example of prescriptive critical assumption in the sense that once the person recognizes his bad behavior, is able to understand that he needs to stop his actions against the animals that lived in the forest. An example of causal critical assumptions is when the students wrote ""we, the hunters will stop hunting so much", because there is the recognition of an act that causes violence and how humans could change their bad habits against others.

This category shows that the ability of questioning our own perspectives and others' or an issue critically in the classroom is important for addressing objectively reality, which will conclude in the humanization of learners as they have the tools to question, and to comprehend their reality, to surface the structures that oppress them, gain critical insights about it, justifying their new points of view, change their ways in the classroom, the school and the society, and to act cooperatively one another in the search of consensus on core concepts and solutions of global problems. This was evident on a researcher note of September 16th in which

> "A student took a main role in the activity. During the presentation, I asked them (the class) some questions I had previously socialized. This student asked me if he could make the questions in my place and some he had. I granted him the opportunity as I considered that could improve his questioning skills and confidence in the use of language."

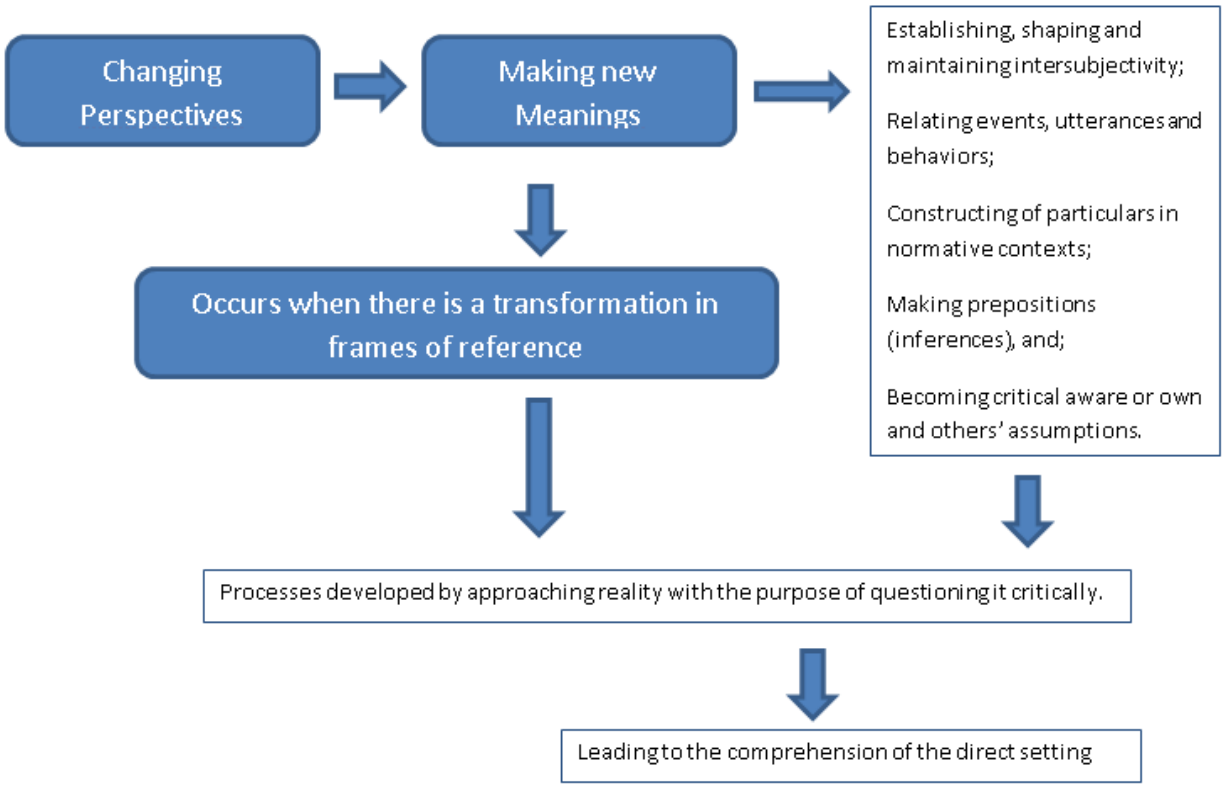


Figure5. Personal reframing in changing perspectives

Empowering and taking actions. In this category students showed empowerment in regards the issue, as they, once comprehended and contextualized the problem, proposed solutions to it.

According to Freire (2005), the process of empowerment requires that people not only recognize the issue but to take actions to overcome it. He claims that discourse and action cannot be separated one from another and that if it happens beings will remain being "alienated" by the external forces or narratives that dehumanized them. Students showed the will to stop what dehumanized the characters of their stories and the recognition of harm to the right of a healthy environment required them to take actions over the issue they were creating. Such actions reflect that students recognize the need to overcome historic processes that have affected the way they

relate to each other and to the world; as such processes have affected most of the social spheres they are involved in, causing attitudes that promote individualism, apathy towards others' suffering and the development of injurious morals towards nature.

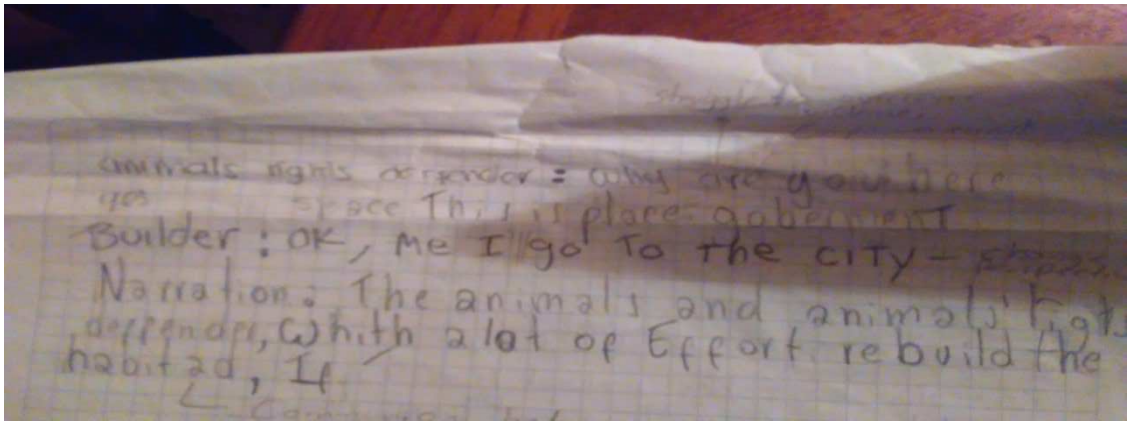
Consequently, autonomous learning processes such as the discussion of ideas, assessment of others' world views, and the recognition of the biased meaning schemes that shape those visions, and that underlie empowerment are developed when "assumptions of social practices and the recognition of historical knowledge-power networks in which such practices are embedded and the ideologies that support them are recognized through awareness and critical reflection" (Mezirow, 2000; p.7).

This was evident in students' tasks as they demonstrated the will to overcome the violence they portrayed in their stories so that animals and humans could both source from natural resources in a responsible way, which requires a moral standing to identify that an action is good or bad. It is important here to remember that questioning students realities and to reach consensus through helped them to construct more dependable frames of reference as those were a collective construction, which are validated as they were more "inclusive, differentiating, permeable (open to other viewpoints), critically reflective on assumptions, emotionally capable of change and integrative of experience" (Mezirow, 2000; p.19) One student, after destruction took place in the forest, concluded her story as follows:

Animals' right defender: why are you here this is place gobernment

Builder: ok, me go to the city

Narrator: the animals and animals' rights defender, with a lot of effort rebuild the habitat.



These processes were reached thank to the constant disposal of students to dialogue about the issues and the ways in which they could be surpassed, understanding that they could become in participants determined to generate positive actions in their communities that generate peace through a path that is paved by their own comprehension of the issue and their capabilities that -in the words of Adorno (1998)- " is not pre shaped on individuals, but to be developed depends, on the challenges to which individuals are faced to" (p.116).

This is only possible when students abandon what Kant called "self-induced minority" and that is conceived as the "inability to make use of one's own understanding without direction from another" (Kant, 1784, as cited in Adorno, 1998; p.115-116), not meaning this the need to leave others' influences, but to be able to serve from the own understanding and to have the courage use it in order to get "enlighted". It is difficult to achieve in the sense that this minority is internalized through frames of reference in early childhood and that is acquired psychologically through those frames. Adorno (1998) characterized the emancipatory process through Freud's Oedipus/ Electra complex in which children, through their psychosexual development

> Get identified with a father figure with authority, which is internalized, appropriated and experimented to the point they realize such figure does not correspond to the ideal *ego* they constructed from it, which lead to the outplacement from it and to gain emancipation (Freud, as cited in Adorno, 1998; p.121).

Emancipation then is achieved when people have the opportunity to experiment with others in order to construct their own opinions, world views and to comprehend their reality in order to overcome it

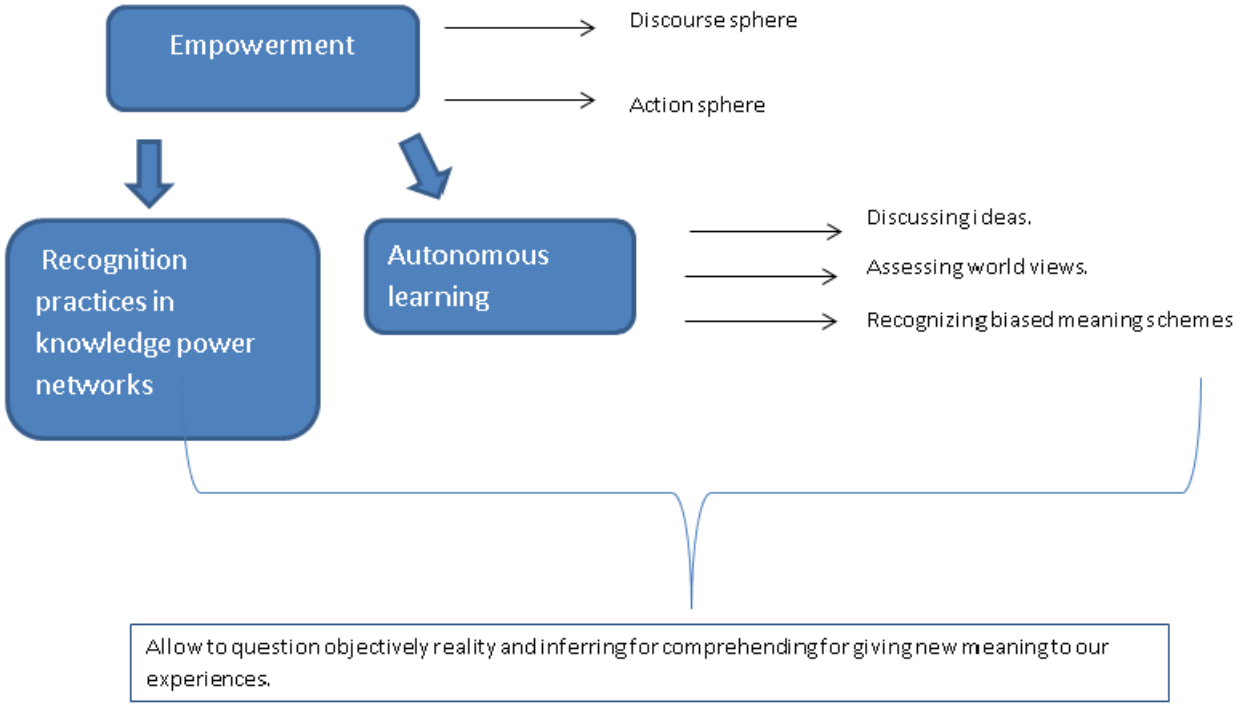


Figure6. Inference and Comprehension for empowerment

These categories show that there was a development of critical thinking skills of inference and comprehension as students were able to integrate new understandings of the world around them with the previous knowledge they had through the direct exposure to violent context

and their characteristics in one hand, while on the other a structured process of questioning that allow them to question their moral standings, the structures that shaped the way they were thinking, and the need to overcome those issues, starting with the identification of the problem; to later identify it on their direct context, transform their assumptions on violence to a more elaborated one; to end up as propositive beings that are able to evaluate their actions based on rational and coherent points of view that seek to overcome historical processes that dehumanize them and their peers; being this justified by the use of the target language that framed their new discourses that show "awareness of the assumptions undergirding their ideas and those supporting our emotional responses to the need of change" (Mezirow, 2000; p.6-7).

Chapter VI

Discussion

Conclusions

Throughout this chapter, and thanks to the understandings gained in the data analysis through the different data collection methods, I attempt to answer the main and the sub questions of the project; whom aimed at discerning the benefits of the implementation of the Socratic method and the peace education approach in the development of the critical thinking skills of inference and comprehension in 9th graders; while were exposed to sensitive topics like violence with the help of realia, in order to identify students' perceptions about this problematic and how their discourses evolved through the implementation of the project.

For talking about inference and comprehension development, and in general, any critical thinking skill, it is important to highlight that these are processes that act directly and over the world the people live in; this is, criticality evolves the recognition of the reality of the thinker to analyze their role in the world and how they can contribute to solve a problem given. This is one of the main conclusions of the project, as the recognition of reality is not possible when people are not able to question what happens around them. When students recognized the need to challenge their biased conceptions, they began to get motivated on finding a more adequate manner of perceiving violence as an issue that affected them as individuals and as a group.

As they were questioned and began to question themselves, they began to comprehend that violence and its many manifestations is a historical factor that could be addressed and analyzed critically in their contexts, and that for that critical process to be done one way to do it

was to refer to their previous experiences and knowledge about violence, and to have an interlocution with other's perspectives and knowledge about the world.

As students began to make inferences based on their opinions triggered by the critical questioning or Socratic Method, they got to reach consensus on their discourses, giving meaning to the world and their realities; consensus reached by the interactions held in the classroom among students and the discussion of their postures on the social and historical world they make part of.

In regards comprehension, the Socratic Method helped the development of this skill in the sense that students at the end of the project were able to make general interpretations of violence based on their cultural (or situational) circumstances, which were proven to be common to them and that eased the positive consensus and attitudes students developed, and that emerged with the inferences they were doing. Again, comprehending is not isolated from inferencing, as the last is what shapes our frames of reference that are exposed as ideas about the world, our relations with it and the postures we assume; and is according to critical perspectives of such inferences that we get to elaborate on world views that help us to give meaning to the context.

To summarize, the Socratic Method contributed to the development of the critical thinking skills of inference and comprehension as it allowed the students to question and be questioned about their contexts, a prime requirement for criticality that allows the opportunity to construct inferences based on their previous experiences with the issues present in the world; inferences that allowed the shared understanding of Colombian violence, its origins and effects on the imaginaries of the people that load with meaning such constructions like violence.

An ulterior consequence of the development of the Socratic questioning is the empowerment of students that is not possible when one hold a critical perception of the context; position that is only reached, again, when people think critically their world and recognize the others as subjects that contribute to overcome violent situations.

Because of this, it can be said also that the implementation of the Socratic Questioning take students through some stages to reach this last condition, going from uninformed individuals, to empowered subjects capable of think their reality objectively and willing to participate actively in the construction of models of everlasting peace in a country that is going from armed conflict, through the resolution of it and that demands more active citizens in the construction of a country in peace.

Chapter VII

Pedagogical Implications

The present study can be linked to innovative practices people involved in education can source from, as language teaching evolve more that the memorization of grammatical rules or structures; but the ability that students develop to communicate their feelings, needs and ideas about the world they live in. moreover, practices in EFL teaching are now seeking to integrate the experiences and ideas learners might have to the learning of English in order to make it meaningful, appropriate and successful.

This project reflected these ideas in its implementation stage, contributing to the recognition that educating does not imply the "colonization" of others with the discourse the teachers deliver; but recalling that learners have subjective characteristics that contribute to the process of teaching and learning in student-centered environments in which both, teachers and learners, share their knowledge about the increasing major global problems that demand opportune action of knowledgeable subjects to solve them in their direct context.

Because of this, the use of materials and contents that language teachers can use and that contribute to the mission above is an important concern in the pedagogy of language teaching, sourcing from realia as a tool for students to see the language in use and the perception of it as a means of communication among them and the cultures English is widely spoken.

Finally, and for securing these connections between the research project and pedagogical practices that peers could take into account, criticality is what allows these processes. As students get to recognize their reality, they grow inside them the need to denounce the world and the issues that affect their lives, constructing and analyzing the causes and the ways for

overcoming it, using the target language for developing the necessary interactions for constructing knowledge together with the teachers and students aware of the need to address reality objectively.

Transformative education, as mentioned previously throughout this project, is achieved when learners get to recognize the relations among actions on one hand, and the use of language to describe them on the other; and that allow the verification of their cognitive process and their imaginaries, and to, critically, evaluate if such postures and thoughts are adequate or are discourses that they have internalized by external forces; and that will conclude in the change of habits in which students get actively involved in the construction of own discourses and actions against dehumanizing practices.

Chapter VIII

Implications for Further Research

In this chapter, I expose the main concerns that arose during the study and due to time or length, could not be addressed on it; and that can generate new studies by other researchers that could contribute to understand teacher development, and language learning and teaching as emancipatory practices in the classroom.

First, critical thinking development is a big topic to be researched. On this project, I only focused on the development of skills of inference and comprehension; because of this, another research can be held on the other 4 critical thinking skills, the relation they can have one another, and other methods different than the Socratic Questioning that can contribute to such development.

As discourse acquisition is mainly a cultural process that involves people, intentions and conditioning, another aspect for further research suggested is the processes that underlie cultural dominance or discourse depositing. The way in which one culture influences another and "colonize" the later can be a starting point to understand the cognitive processes that make us consider cultural positions outside our own more relevant that the one we live in, and that generate apathy towards cultural constructions that can be considered as particular to the Colombian context.

Finally, more research is suggested on how English teachers perceive their process of learning to be a teacher; their perceived roles on a globalized world, and their reflections on how the curriculum they are learning is adequate -or is not- to have a meaningful role as teachers prepared to face the difficulties of modernity in their students actions and discourses and that can

affect how learners approach to the class. Also, if such curriculum help the pre-service teachers to develop programs that foster students centered classes and transformation of their learners` attitudes towards their context.

Appendices

Annexes

Annex 1**.** Ninth grade syllabus at Policarpa Salavarrieta School

COLEGIO POLICARPA SALAVARRIETA -SEDE B REPUBLICA DE ARGENTINA

INSTITUCIÓN EDUCATIVA DISTRITAL

Sede A Calle 28, 5 A - 06 Teléfonos: 3345292 3341965 Sede B Calle 20, 4 - 68 Teléfono: 3422504

Área **Humanidades - inglés**

Grado **Noveno**

TEMA O PREGUNTA ESTRATEGIA	PERIODO	ARTICULA S/N	Eje comunicativo	ARTICULA S/N	EJE LINGÜÍSTICO	ARTICULA S/N	READING/WRITING SKILL	ARTICULA S/N	LISTENING	ARTICULA S/N	EJE SOCIOCULTURAL
I really love this!	1		Expressing likes and dislikes		Verbs love, enjoy, like, adore, dislike, hate and can't stand		Identifying reference words within a text		Listening for especific information		Talking about St. Valentine's Day and St. Patrick's Day.
I want to save my planet	2		Expressing logical consequences		First conditional		Writing tips and recommendations for taking care of our environment.		Listening for opinions.		Developing envoronmental awareness
I've done a lot of things in my life!	3		Talking about experiences and unfinished events		Present perfect tense		Writing a brief self biography by using the present perfect and the simple present tense.		Recognizing the context		Sharing experiences
1000 places to meet before dying	4		Traveling and vacation		Simple present tense, modal should,		Designing traveling brochures and traveling plans		Listening for details and specific information		Learning about differents countries and cultures by means of tourism.

Annex 2. Description of the Developed Activities

SESSION	OBJECTIVE	COMMUNICATIVE AIM	SOURCES	IMPLEMENTATION
1	To elicit students perception about violence against the nature. To recognize violence against environment around the world	To recognize some elements in nature To tell compounds of daily-life elements	Quotes Song " earth song" worksheets Students opinion Fuctional language for debates' chart Video "man"	Students read a quote about nature and are asked to tell the thoughts of the autor about nature. Students will see a video depicting violence against nature. They are asked to take notes on their feelings or key aspects they consider important Students will listen to a song. The lyrics of the song will be provided. Students will recognize unknown vocabulary in the song. After that, students will receive the same lyrics but with blank spaces. They are to listen the song and complete the song. After that students are going to answer the following questions: What is the song about?

				What issues you noted in the video of the song? How do you feel about the song? Do you know about any issue shown in the video happening around the world? How can you relate the video "man" with the song? After this, students are given a word search for them to acquire more vocabulary. Later, students will be asked to make a chart with two columns: the first is called "possible causes" and the other "consequences". The teacher makes an example the use of conditional with one set of words. After students make conditional sentences using the words provided by the teacher. They are to place the words on each column and make the sentences. After the teacher presents some exercises with the conditional based on environmental issues and daily lives of students. As homework students are

				grouped in teams and asked to identify one issue of contamination or violence against the nature in Colombia and bring them printed. Information about the issue they selected will be asked as well
2	To raise awareness about environmental issues in Colombia	To use conditional sentences for describing consequences of environmental issues. To use language expressions for giving opinions, supporting ideas or debating against ideas	Mind maps Collage Listening comprehension worksheets	Students are asked to group together and to make a mind map with the information they bought about the issue they selected. Ideas will be shared among the groups. The teacher will make a presentation about the use of modals in conditional sentences. Students then create a collage with the photos they brought. Students should be prepared to present the poster based on the following questions: How do….affects us? Why do you think…… is an issue in the community?

				How can you contribute to overcome…. ? How can governments contribute to overcome…….? Although the groups will answer the questions, their partners will be involved by the teacher, asking questions to them. Also, a guide will be developed based on groupal presentations as homework, students are asked to bring the name of two elements of their daily lives and its components
3	To raise awareness about recycling	To tell ideas about the use of recycled materials To communicate causes and consequences of using recycled materials To identify	Text: In the 18th century, the famous French scientist Lavoisier stipulated that nothing is lost, nothing is created,evry thing transforms" the core of	Students are presented with a text about recycled materials. A word search is going to be developed by students to introduce the topic of recycling and reusing. After this, students are paired and asked to list all the raw materials of the elements they selected. A list will be created in the board with the materials students describe. Then they will make a chart naming the items they

			the sentence means that no element is created out of nothing and none of it dissapears natural elements on the planet are 100% used and re used. Materials ss bring Charts poems	selected, the raw materials they are made of an the source the raw material came from. After they make this, students are asked to make a poem using the topics seen in which they show concern for the environment.
4	To report on violence against nature To elicit ss perceptions toward violence against the nature To review	Making a news report about violence against the nature	Interview https://www.youtube.com/watch?v=Rns0JIe6sAU Students interviews & presentations	Students are presented with an interview to james Cameron about environmental issues. A listening comprehension handout will be presented. Students are asked on the components of a news broadcast. Ss opinions are listed on the board. Students should create an interview in which they

	topics seen on previous terms			reflect about the environment and solutions to environmental issues.
5	To know ss' perceptions toward racism	To express ideas about racism	Apartheid video https://www.youtube.com/watch?v=FBk2aWucHM0 Kkk video https://www.youtube.com/watch?v=XcXiUclebV8 posters	Teacher will present the students two videos: one about apartheid and other about the kkk. Students are asked to write ideas or aspects that call their attention the most on both practices. A listening worksheet will be provided After that, the teacher makes an acrostic with the word racism on the board. Students are expected to use their notes to construct an acrostic. Students are asked about other ways of segregation and groups which suffers from discrimination
6	To express ideas about armed conflict	To communicate feelings towards armed conflict	Movie "avatar"	Students will see the movie avatar as it reflects oppression and how it is done to an indigenous culture. A mind map will be provided for students to recognize the characters, the plot, a description of the movie's setting and two spaces for

				students to reflect on the actions done by the military and the indigenous tribe.this is done for students to be in the shoes of the tribe and the military. Students are asked to relate the movie to what they know about violence and current violent practices. A discussion based on those relations and the mind map will be held
7	To create and present a role play concerning to violence	To present a role play based on violence and how to overcame it	Students role plays	Teacher asks the students to create a role play considering the topics mentioned on previous sessions. After a group's presentation, students will be provided with a chart in which they have to infer what the role play is about, the main idea on the role play and their perceptions towards it. Students have to peer-asses their partners' presentations. After that, students have to tell the group why they performed and what do they take into account when creating the play. As homework, students will

				be asked to survey their relatives about the causes of violence.
8	To elicit inference in students through reading diagrams	Present a news section dealing with violence	Ss' homework Diagrams sketch	Students will be grouped and based on the responses to the questionnaire left as homework, will create a diagram summarizing the responses. Sometime will be provided for students to write sentences explaining the conclusions of the questionnaire. After that, students should prepare and present a sketch like on a news report reporting the findings of the interview.
9	To analyze and refute others' opinions towards teenage violence	To express ideas on teenage violence	Video https://www.youtube.com/watch?v=mRaTBGWcyaA	Students are asked to see a video describing possible causes of violence. Students are asked to take note of the causes shown on the video and reflect on them. Teacher asks questions for students to relate the issue with their lives. The teacher asks the question what do you think causes violence in teenagers?. According to students' responses, they will be grouped and asked to explain

				their reasons. This is going to be evaluated formally with CTR's, so all students are expected to participate. Each group will be asked to think in 4 reasons to expose their point.
10				ONU representation: Students will select a topic in which they expose the topic and how to solve it

Annex 3. Critical Thinking Rubric

question, or issue						essential to analyzing the issue.	
		1	2	3	4	5	6
Considers context and assumptions		Approach to the issue is in egocentric and socio-centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.		Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.		Analyzes the issue with a clear sense of scope and context, including an assessm of audience. Identifies influence of cont Questions assumptions, addressing ethic dimensions underlying the issue.	
		1	2	3	4	5	6
Communicates own perspective, hypothesis, or position.		Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear or simplistic.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.	
		1	2	3	4	5	6
Analyzes supporting data and evidence		No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.		Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective, discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.		Evidence of source evaluation skills. Examines evidence and questions accura and relevance. Recognizes bias. Sequer of presentation reflects clear organizatio ideas, subordinating for importance and impact.	
		1	2	3	4	5	6
Uses other perspectives and positions		Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.		Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.		Addresses diverse perspectives from a variety of sources to qualify analysis. A analogies are used effectively. Clearly justifies own view while respecting view others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.	
		1	2	3	4	5	6
Assesses conclusions,		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may		Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or		Identifies and discusses conclusions, implications, and consequences. Consid context, assumptions, and evidence.	

Annex 4. Data Patterns.

COMONALITIES	VOICE OF THE PARTICIPANTS	RESEARCHER INSIGHTS	VOICE OF THE THEORY
USE OF PRIOR KNOWLEDGE TO RECOGNIZE STRUCTURES OF POWER AS CREATOR OF VIOLENCE	"Going to give meals to the people"	✓ I can note two trails: one, merely economical, and the other, concerning with knowledge. The student said that from her NPO, she were going to "Give meals to the people", "Give houses and beds", and "give schools and computers" which show the direct effects of poverty in human beings, and how poverty dehumanize people ✓ Here I could notice that there is a limited scope on what racism is to the student, as she only mentioned	✓ Freire in the sense that he conceives education and literacy practices as a way ok humanizing the human beings. ✓ El aumento de la población, los niveles de consumo y la tecnología son los tres argumentos más influyentes en el progreso social. Dicho de otra forma parecida, el incremento de la población, la riqueza y la capacidad tecnológica constituyen los avances más
	"Going to give schools and computers"		
	"Going to give houses and beds"		
	"not going to waste resources"		
	"tratar a las personas igual sin diferenciar su color de piel"		
	"Not going to Practice racism"		
	"Be mean to people"		
	"this will be a big city if animals don't do anything"		
	" i need of paper because i need books for the humans"		
	"if they leave to the zoo, they won't be free"		

		the skin complexion as a motto to racism, without considering other causes of racism, such as sexual orientation, religious views, political identity or social strata, among others. ✓ Students recognize that humans are the causatives of violence against nature mainly to source from it and to develop economically. this development has caused that men put aside nature and exploit it irresponsibly	significativos, que producen cambios ambientales y pretenden aumentar el bienestar de la población.
	"humans need (animals) to survive"		
RECOGNITION OF METHODS USED TO DEHUMANIZE	"ideologies are the root of violence" reflective journal September 2nd	✓ students of this group recognize that war is not the fact of harming	✓ Cates in the sense that he recognizes different kinds

MEN	"Avoid racism" "Going to Respect free expression" "not going to bully" "Not going to Promote violence to women and men" "Make children suffer"	physically another, but that there are other underlying factors in wars like structural violence in which one group dominates another by the use of structures of segregation, dominance or power ✓ gender relations and relations with children	of violence, being the most important the one that distinguish one men from another based on structures that cause segregation. Torres, as she mentions that violence from structures have some patterns and aims such as establishing power relations, and creating feelings of superiority based on the humiliation of the others. ✓ The recognition of patterns, structures or methods reveal development of inference skills. Explaining and

			comparing such methods correspond to comprehension skills
IDENTIDYING FEELINGS OF THE PARTICIPANTS OF VIOLENCE AGAINST NATURE	"the animals were scared and feel sad" "the monkeys and friends feel very sad" "jajjaja no body protects you" "i am happy because i cut trees"	✓ violence against nature can be considered as a kind of structural violence in the sense that there is one being that exert power using economy of strength over others. In the writings, students claimed that the ones that suffered the most from this kind of violence were the animals, limitating it to killing animals or taking away their place of living. Despite that in the stories there were no humans hurt but animals, i can tell that students	✓ Factors affecting behavior appear to be knowledge, internal locus of control (positive control beliefs), personal responsibility, and perceived threats to personal health. Cates and Jacobs describe that the need of constructing new educational practices are a need to overcoming the current scenarios in which apathy and selfishness are a must. They say that in order to know, to recognize and to act against these feelings education should be

		were extrapolating their feelings and placing themselves in the role of the animals being displaced and killed. ✓ Education and context have promoted feelings of apathy and selfishness in most people. these feelings cause that people only think on them and serve from nature to gain or produce resources. They portray in their narratives what constitutes anti-value for them.	constructed under critical practices that help learners develop awareness on the issue. ✓ Facione and Mclaren recognize that thinking critically defers from the thinking that we do in everyday situations. This kind of thinking is promoted by media and educational systems that don't focus on the students and the context but in the practices the teachers make. through the development of critical thinking students approach to reality in a way

			that they can create their own ideas and opinions based on facts and not only in what media provides us.
CHANGING PERSPECTIVES (comprehension is developed as they share new perspectives based on the info they gathered in the activities)	"ok me i go to the city" "ok you will live in your trees and will be able to be happy" "we, the hunters will stop hunting so much"	✓ As a result of the study of the causes and consequences of violence against nature people is called to change their attitudes and perspectives towards violence that, at the same time, will promote actions to overcome violence.	Habermas says that the second stage of the emancipatory action research is the enlightment in which the learner, once have studied the issue, recognizes it as a subject that requires a critical approach. once the student recognize that they have had a distorted perception of the issue, they start to create own ideas and opinions, changing their prior perceptions to the point they start proposing a solution to the problem.
EMPOWERING AND TAKING ACTIONS	"Why are you here? this place is goberment"	The aims of the educational practices are to overcome a historical	Grundy identifies three methods of organizing knowledge based on the

	…"for diminishing dead animals. if you don't attack us, we won't attack you"	condition that has dehumanized men. in this part i can recognize the ways in which students, during the process of writing, realize and try to provide ideas to protect the environment and to fight for the right of a healthy environment.	society conception of understanding, comprehension and knowledge. Technical, practical and emancipatory interest guide such conceptions that differ one another and that affect the curriculum, the roles of education actors and the addressing of critical issues in modern world. in regards these; empowerment is the goal to achieve in a student-centered process that tries to overcome an issue of violence that affects them. in the words of freire, empowerment means struggling against the status quo; that is, fighting against what have been imposed to dehumanize men. This stage can be related to Habermas action stage, in which, once the

			process of enlightment and action are completed, the learner begins to be propositive in regard the solution of the issue.

Tables and Figures

Figure1. Research Constructs.

Figure2. Relation inference-comprehension and Socratic Questioning

Figure3.Inference and Comprehension to unmask dehumanizing methods

Figure4. The role of otherness in developing Critical Thinking

Figure5. Personal reframing in changing perspectives

Figure6.Inference and Comprehension for empowerment

Table1. Data Display.

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