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LICENCIATE DEGREE IN
ENGLISH LANGUAGE TEACHING**

Licenciate's

**CRITICAL THINKING IN THE ACTION
ORIENTED APPROACH AND ITS APPLICATION
IN ACADEMIC PERFORMANCE IN MEP
PROGRAMS, IN I CYCLE OF SAN BLAS DE
MORAVIA SCHOOL, 2019.**

Licentiate Degree

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San José, 18 de enero de 2019

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Estimado señor:

El estudiante Floribeth Blanco Quirós, cédula de identidad número 109540596, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **CRITICAL THINKING IN THE ACTION ORIENTED APPROACH AND ITS APPLICATION IN ACADEMIC PERFORMANCE IN MEP PROGRAMS, IN I CYCLE OF SAN BLAS DE MORAVIA SCHOOL, 2019**, el cual ha elaborado para optar por el grado académico de Licenciatura.

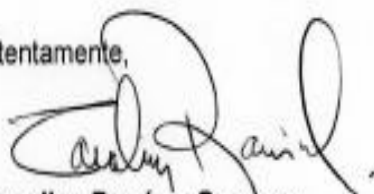
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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DECLARACIÓN JURADA

Yo Floribeth Blanco Quirós, mayor de edad, portador de la cédula de identidad número 109540596 egresado de la carrera de La Enseñanza del Idioma Inglés I Y II ciclo de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: **CRITICAL THINKING IN THE ACTION ORIENTED APPROACH AND ITS APPLICATION IN ACADEMIC PERFORMANCE IN MEP PROGRAMS, IN I CYCLE OF SAN BLAS DE MORAVIA SCHOOL, 2019**, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Estimado Señor

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo entre marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; así mismo, la aplicabilidad y la originalidad de la recomendaciones, en términos de aporte de la investigación. He verificado que se ha hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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Estimados señores,

Por este medio hago constar que he revisado y realizado las correcciones respectivas en cuanto a la estructura gramatical, ortografía, puntuación y redacción del trabajo realizado por la estudiante Floribeth Blanco Quirós cédula # 1-0954-0596, titulado "***CRITICAL THINKING IN THE ACTION ORIENTED APPROACH AND ITS APPLICATION IN ACADEMIC PERFORMANCE IN MEP PROGRAMS, IN I CYCLE OF SAN BLAS DE MORAVIA SCHOOL, 2019***", con el cuál se aspira al grado de Licenciatura en la Enseñanza del Inglés.

Por lo anterior puedo dar fe que, una vez el estudiante habiendo realizado las correcciones, el trabajo se encuentra lista para su respectiva defensa,

Atentamente,



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DEDICATION

This thesis is dedicated first, to God who taught me to be grateful with each accomplishment that is presenting during my major.

To my husband that encouraged me to continue despite the circumstances. Also, for supporting me in everything unconditionally. He was by my side all the time during this work.

To my daughters who gave me the strength and the motivation to continued with my studies and gave me the support that I needed.

I would like to dedicate this project to my mother who was patient in this process and gave me the highest support in all moments.

In addition, to my sons-in-law they are an important part of my life, they helped me when I need something related to this thesis.

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To God the first place because He gave me the tools and knowledge to reach this work, my goals, and supported during the hard times.

To my husband who was by my side encouraging me every single day. To my mother who was patient in this process.

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This journey would have not been possible without my family prayers.

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CHAPTER I: PROBLEM OF INVESTIGATION

1.1 STATEMENT OF THE PROBLEM

One of the problems of the 21st century in learning process is the lack of critical thinking in the classroom. This investigation is carried out with the students of San Blas School, in San José, during the second period of 2019.

1.1.1Background

In this chapter is presented some information about the necessity of critical thinking in ESL classrooms.

All the new generations need to think critically to confront the 21st century. Thinker students need to be presented in each classroom. According to Wagner (2008) cited by Kensel, D. :

“A new age of unlimited information and subsequent information overload has prompted a reexamination of the necessary skills required to be successful in academic and life explorations. These skills, known as 21st century skills, include critical thinking”(page, 1). Critical Thinking is a mental process of analyzing or evaluating information, particularly statements or propositions.

Students need to use critical thinking when they are working with the skills. In this century it is necessary to develop in writing, reading, listening and speaking in order to establish their learning process critically.

They should understand the logical connections between ideas. Also, identify, construct and evaluate arguments.

Moreover to detect common mistakes, solve problems systematically and identify the relevance and importance of ideas.

Teachers need to create different activities in which the students should put in to practice critical thinking. They should encourage learners to carry on tasks in which have included the skills. According to Yanni (2015) cited by Irshad (2017):

Critical thinking has been conceptualized in many ways. It is often associated with the skills of being able and willing to question judgments, weigh arguments, judge the quality of evidence, evaluate claims, be aware of implicit assumptions and possible question interpretations. It might be seen as purposeful thinking guided by reasoned evidence, involving asking 'productive questions. (page.1)

It is important for the students to develop skills with the purpose of offer their opinions based on valid arguments in order to evaluate, interpreter and assume possible answers in which they should desmonstrate why learners think in these ways.

Critical thinking is considered to be an important educational goal at all levels of schooling. Kensel (2014) says "Critical thinking is seen as a fundamental, overarching

outcome of education meant to teach students how to improve their thinking” (page,1). It is important to know as a teacher the necessity of teaching by using critical thinking in classrooms, not only this, the educator should put into practice some strategies and methods in where the students can express their thoughts critically.

The students and teachers need to work together, to be committed in order to achieve the objectives with the purpose of accomplishing the tasks when they work with critical thinking and use it in better ways. According to (Monge & Varela 2009):

Critical thinking is an individual issue that requires discipline, monitoring, and commitment. It is needed to rigorous assent standards of excellence and careful command of its use. Moreover, it cannot be just ignored that by the time students give a point of view, they force themselves somehow to implement their own oral skills which have to be monitored, guided and enhanced by the students together with the professor (page,1).

The teacher needs to work with tools that promote critical thinking to develop the ability to think clearly and rationally in order to solve situations taking into account real contexts.

Thinking clearly and systematically can improve the way students express their ideas. In learning how to analyze the logical structure of texts, critical thinking also improves comprehension abilities. According to Gonzalez, J. (2015) “Critical thinking would help students to analyze situations, ideas, to improve the self-regulation, to formulate arguments and to learn how to make decisions. It would be incorporated

during reading comprehension classes because reading is a tool to develop how to analyze and how to create arguments depending on their readings".(page,2). Developing the ability to think critically is an essential life skill; it is also clear that practicing critical thinking strategies should be a benefit for students and the classroom in general.

1.1.2 Problematization

In the 21st, century it is necessary that students develop the ability to analyze and creatively adapt to new situations in which they are involved by expressing their ideas, judgment, the point of view, taking into account external e internal factors by creating, evaluating, reasoning, analyzing, understanding and remembering. The students need to reflect on their knowledge and information presented to them. It is essential for them to carry out their learning process in many workplace scenarios.

It may be difficult as a teacher that students perform tasks or activities to involve critical thinking in the tasks developed in the classroom. It is important to allow some factors that involve not only students but also teachers in which critical thinking is developed naturally over the course of study.

Influential Factors :

- First of all, the students should have the adequate tools in order to develop strategies to put into practice critical thinking in the activities as a result to solve problems in which they can analyze, evaluate, and to look for solutions.
- Second, teachers should work with adequate theories to develop critical thinking in the students.
- Next, teachers do working with the new approach A.O.A from Ministry of Public Education (MEP) in which the learners should put into practice some strategies to develop critical thinking.
- Third, not all teachers receive enough training from MEP.

It is necessary to develop critical thinking in the lessons that involve a variety of activities using the Action Oriented Approach. According to Kaliska (2016) “The Action-Oriented Approach assumes that the learning process occurs mostly in a social context. Therefore, it should involve meaningful communication i.e. an interaction between learners or other speakers in different contexts. One of the most important means that meets that need is collaborative learning”(page.33). The Action Oriented Approach provides the necessary tools to create critical thinking in the students because learners are social agents., they learn in a real world scenario., the steps are towards self- direction.

1.1.3 Justification

The propose of this research is to prove that students should develop critical thinking by using Action Oriented Approach Program, allowing students to give their opinions, debate, share ideas, accomplish their tasks by evacuating doubts to perform self-evaluations, to be able to have independent thinking, and to develop the interaction during the class among others. According to “From Communicative Action-Oriented a Research Pathway” (2014), “in the communicative approach, learners were placed in communication situations in the target language. In the Action-Oriented Approach, learners are social agents placed in situations involving social action. In order to be effective in social action, one must know how to activate one’s competences”(page.21). Ministry of Public Education (MEP) has been putting into practice this approach with the objective that the students should work in a critical environment. when learners develop the capacities to think clearly and rationally, understanding the logical connection between ideas.

First of all, Costa Rican students have been facing many challenges due to the globalization process that surrounds them. These challenges have encouraged them to become communicatively effective in English as a Second Language. When the students should transmit their thoughts is easier to confront their obstacles in their life.

Second, the students who are able to show a good performance of the language using the four skills will have the best possibilities to succeed. In 21 century

society needs students with a high level of critical thinking that should solve problems in a real context with the ability to reason.

Next, the integration of critical thinking strategies using Action Oriented Approach in the classroom is going to promote clearly and rationally thinking, society is demanding people to be critical. It is demanding people that should make their own decisions based on their opinions and points of view, also include in the process the skills that have the capacity to improve the capacity to make objective, effective choices, and arguments as a result of communicating productively.

Finally, teachers need training form Ministry of Education (MEP) that should produce an impact on their learners, in other words, the professors should have the essential tools to carry out the topics in the class. It is for that reason that educators need to be in constantly refresh.

Good results depend not only the training; furthermore, teachers have to work the extra mile. Each achievement depends on the commitment of the teacher every single day in response to the challenges of the 21st century with the purpose of the students in the public school system could have a higher level of English proficiency.

1.2 PROBLEM STATEMENT

In order for students to be prepared to confront the real-life situations, they need to be able to think critically and strategically, but unfortunately, some learners and teachers are not prepared to develop and exercise critical thinking skills. They have difficulties interpreting, reasoning, analyzing, assessing, evaluating, identifying and defining the information and the situations in which they are involved in real contexts. According to “Educar para una Nueva Ciudadanía” (2016):

English curriculum reform responds to four main concerns: First, learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners. (page.12)

With the aim to prepare students to be critical, teachers need to teach critical thinking strategies by using the adequate theories with the objective to work with Action Oriented Approach. The Ministry of Public Education (MEP) has been implementing solutions for learners should be present a natural setting to practice critical thinking, to analyze, to express different points of view, structure, and develop the skills requires to these purposes.

First, it is important to increase critical thinking in the students in order to promote learners point of view based on valid arguments in which they can analyze, evaluate and create. According to “The Ability to Analyze and Creatively Adapt to New Situations is at the Heart of Critical Thinking”. Paul and Elder (2008) “asserted that critical thinking —provides a vehicle for educating the mindll”. (p.88). To achieve this aim is necessary to put in to practice the adequate program design in public schools Action Oriented Approach to create critical thinking since early ages.

There are some reasons that the teachers do not work on better ways with Action Oriented Approach program to promote critical thinking. First, they do not know about it. Second, they do not use adequate strategies. Third, the professors do not work with theories that should help the process. Finally, teacher does not receive enough training to work with this program.

During 21st century is necessary that the students should accomplish their tasks, to offer judgments, solutions, reasons, conclusions, and evaluations according to valid arguments in the class where teachers are only a guide in the process. Action-Oriented Approach is a program designed to work with critical thinking in the students. It should respond to certain content or problem in which the person improves the quality of his or her thoughts by analyzing, assessing, and reconstructing them.

Action Oriented Approach is working with Social Constructivism and Critical Social theories that promote critical thinking. They are individual issues that require discipline, monitoring, and commitment, but in the same time, these represent more time investment into and outside the class like training that may become a problem for some teachers.

Next, it is necessary that teachers know, work, use the adequate strategies, and receive enough training to work successfully with Action Oriented Approach. The schools require people who want to look for solutions, a real context, in a collaborative way.

1.3 OBJECTIVES:

1.3.1 General objective:

To develop critical thinking strategies for teachers of English Language to apply and the acquisition of ESL using Action Oriented Approach with the first cycle students of San Blas School, during the third period of 2019.

1.3.2 Specific objectives:

- 1- To analyze Social Constructivism and Critical Social theories to understand The Action Oriented Approach.**

- 2- To learn how Action Oriented Approach benefits students.**

- 3- To identify strategies being used by teachers in class to promote critical thinking if any.**

- 4- To determine the type and periodicity of training provided by the MEP to teachers of English.**

1.4. SCOPE AND LIMITATIONS OF THE INVESTIGATION

1.4.1 Scope

This research pretends to scope with the following aspects:

- Promote critical thinking by using The Action Oriented Approach in the English language teaching process from the first cycle, by doing this we improve logical thinking by processing, evaluating, clarifying and express points of view in a dynamic style.
- Promote strategies that foment critical thinking.
- Implement adequate theories to develop critical thinking.

This investigation was developed in San Blas School, with works with Action Oriented Approach program, in the second period of 2019, in first cycle.

The Ministry of Public Education (MEP) gives to teachers' plans that they have to put into practice in order to teach students ESL by using the English skills, working with adequate theories and develop strategies to promote critical thinking. Also teachers should be ready to work with Action Oriented Approach.

This research has the purpose of deeming how Action Oriented Approach influences in the students if the professors have been training, if they are working with

the adequate theories to work successfully with Action Oriented Approach in the class, the correct use of strategies to promote critical thinking.

1.4.2 Limitations

The investigation limitations that are important to take into account in order to achieve the goals proposed in this research are:

- The students do not know how to put into practice their critical thinking.
- Some teachers who do not use the Action Oriented Approach for many reasons: they are not interested in working with it. They do not have enough training, and they do not know anything about.
- Teachers do not have enough lessons to cover all subjects.
- The institution does not give teachers time to training.
- Students must attend extracurricular activities.
- Their family does not speak English; therefore they cannot help their children.
- Some of the parents are working, and they do not stay at home most of the time.
- The background of each student has a big influence, because it affects the way it develops critical thinking.
- Access to the class in order to make the observations was limited.
- The principal and some of the teachers were on strike for that reason some students did not attend class.

CHAPTER II: FRAMEWORK

2.1 THEORETICAL CONTEXT – CONCEPTUAL

2.1.2 Historical Context

It is important to mention some historical context, which is related to San Blas School.

2.1.3 History of San Blas School

According to the e-mail emitted by (G. Castro personal communication, November 5th, 2018) mentions that:

In 1966, the land was bought with three wooden houses in it. After some meetings with parents, they decided to build the school bigger because it was so small for the amount of students that came from San Blas, Las Américas, Barrio Olla, La Isla, Los Sitios, Calle de la Esmeregilda and so on. The money was collected and made comissions; the Ministry of Transport agreed to do the work of expanding pavilion of four classrooms and the auditorium with its stage.

The shortage of water was a problem for the construction. Due to this problematic situation, the engineer Mr. Vidal Quirós proposed to bring it from Esmeregilda Street, the permission was needed from property owners because they had to make a trench, place a 4-inch pipe coming out of the entrance to Jardines de Moravia, and reinforce the street pipe. Finally, people had worked during a year building the school.

Some important characteristics of San Blas School are: It has 17 classrooms, gym, computer laboratory, dining room, television room, teacher's classroom, janitor and guard's room, and playground, also it has twenty-three teachers and students population amount 600, the schedule is 7:00 am-12:00 p.m. 12:10 pm-5:10 pm. Its limits are: North La Isla de Moravia, South Ipis de Goicochea, East Palatanillo, and West San Vicente.

2.1.4 Mission

San Blas School is an Institution committed to the integral formation of the educational community based on values (spiritual, social, recreational and affective), to achieve meaningful teaching to promoting a democratic learning and constructive opportunities to obtain as products students with quality instruction.

2.1.5 Vision

To offer the educational population an education that responds to their needs and interest of society development, supported in the practice of values and taking on the challenges of the 21st century.

2.2 ACTION RESEARCH

This investigation is Action Research because it required deep analysis, heightening self-awareness in the students, where they should manage and control their behavior, thinking in a real context individual or with a group of people, taking into account their daily life as a part of a society. An Action Research pretends that people should act and reflect more carefully and rigorously in the real world. According to Kemmis & McTaggart (1988) cited by (Cohen, Manion & Morrison), (2018):

An Action Research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out. The approach is only Action research when it is collaborative, though it is important to realize that the Action Research of the group is achieved through the critically examined action of individual group members.(page.298).

In Action Research, the participants are examined systematically and carefully by using educational practices. This research presents a cycle of analysis, a reconceptualization of the problem, planning of the intervention, and implementation of the plan.

2.2.1 Steps in Action Research

In Action research students have the opportunity to follow their learning process step by step. According to Ferrance (2000) “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”(page.1). Action research is presented five steps in which learners and teachers need to follow carefully in order to get the objectives proposed. According to Themes in Education (2000, p. 9), there are some steps: 1) Identification of problem area. 2) Collection and organization of data. 3) Interpretation of data. 4) Action based on data. 5) Reflection.

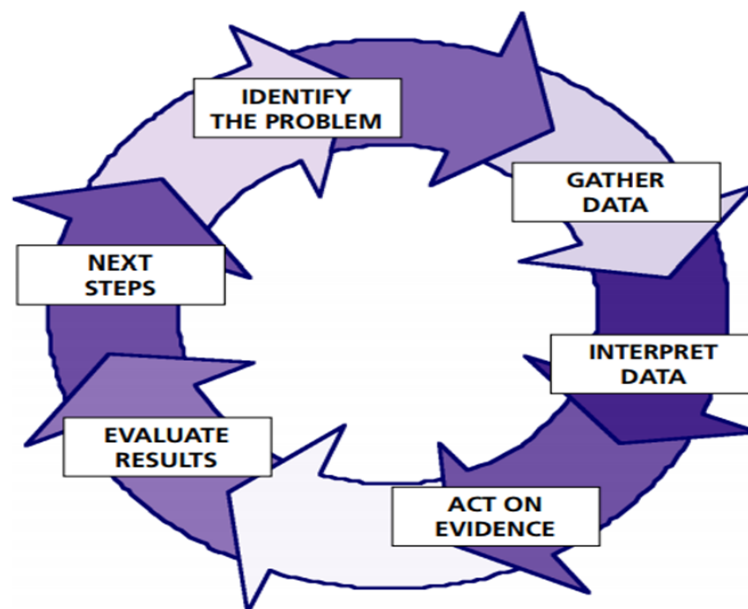


Figure 1. Action Research Cycle. Recovered from: Themes In Education (2000).

2.2.2 Principles of Action research

Action research shows six principles that need to follow by people where all points of view are important; it is participatory, collaborative and systematically learning process. According to Echoed in Winter's (1996) cited by Research Methods in Education (2007, p. 299):

- Reflexive critique, which is the process of becoming aware of our own perceptual biases
- Dialectical critique, which is a way of understanding the relationships between the elements that make up various phenomena in our context
- Collaboration, which is intended to mean that everyone's view is taken as a contribution to understanding the situation
- Risking disturbance, which is an understanding of our own taken-for-granted processes and willingness to submit them to critique
- Creating plural structures, which involves developing various accounts and critiques, rather than a single authoritative interpretation
- Theory and practice internalized, which is seeing theory and practice as two interdependent yet complementary phases of the change process.

2.3 ACTION ORIENTED APPROACH

In the present time, developing communicative competence in ESL is an aspiration and a request of the Costa Rican society upon the educational system. Many changes have been presented within this context. To put in to practice critically thinking is necessary in the learning process, with the purpose of developing rational thinking the Ministry of Public Education (MEP) designed the Action Oriented Approach in which students should be analytical, express their judgments, objective analysis, rational thinking in a social environment without fallacy. According to the Common European Framework of Reference for Languages (2006):

A comprehensive, transparent, and coherent frame of reference for language learning, teaching, and assessment must relate to a very general view of language use and learning. The approach adopted here, generally speaking, An Action- Oriented is one in so far as it views users and learners of a language primarily as 'social agents', i.e., members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning (page.9).

Global society is growing more and more and it sells the idea that people have to follow its form of thinking that is established in which the other kind of thinking is not possible into the world economic current system. In order to fight against this ideology

born critical trends as a Social Critical Theory in with the main exhibitors were Marx and Freud that formed Frankfurt School in Germany.

In order to use cognitive acknowledgement students need to express themselves and support their answers. In this globalized society, is necessary to have people with a high level of critical thinking in order to confront. Critical thinking is necessary to solve everyday situations. The new curriculum adopts the Action-Oriented Approach or the Task-based Approach. According to Programas de “Estudio de Inglés primer ciclo MEP (2016)”. “one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in a meaningful context and real-life scenarios”(page.25). Learners need to acquire the skills that are involved in critical thinking that consists of mental processes of discernment, analysis, and evaluation. According to Kaliska (2016):

They are mentally and physically involved in varied activities designed by the teacher, which implies gathering or processing information, thinking, problem-solving, carrying out different projects, peer learning, handling concepts, etc. Learners are not passive recipients of the teacher’s action, but they construct meaning, create something new. Active learning should embrace regular assessment of learners’ knowledge and competences as well as purposeful recognition and integration of new elements with what the learners already know or use, and interactive set of circumstances, in a specific environment and within a particular field of action. (page.2)

Learners are part of social environment, where they need to build their own learning in which teachers are guides and supervisors of their process.

Finally, in order to develop effective English lessons using the Action-Oriented Approach, teachers should work with principles with the objective of the students achieve the goals. Consider some basic principles. According to “Programas De Estudio De Inglés Primer Ciclo (2016,p.25)” basic principles of the Action-Oriented Approach are:

- The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
- Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
- Enabling and communicative activities are task-based and real-life.
- Learners use authentic materials as comprehensible input, as much as possible.
- ICT become an important tool to create meaningful learning experiences.
- A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners’ meta-cognitive, meta-affective, and meta-social strategies.
- Intercultural awareness plays an important role in getting meaning across and facilitating communication among cultures.
- Vocabulary, syntax, cohesive forms and phonology are taught with the purpose of facilitating communication.

The student should know how and when another language works, also which parts should be used to take into account the circumstances that have presented.

According to Picardo (2014):

Grammar is only one component of “communicative competence. “Indeed, knowledge of the rules and structures of grammar and of the vocabulary is a “necessary, yet insufficient condition for communication” It is important to take into account the grammar is important part , but it is not the essential in this process “one must know not only how a language works, but also what parts of the language to use and when. These vary depending on the situation, the context, the listener, and the communication intention.” (p.12)

The Action Oriented Approach is based on tasks that should be accomplished by the students in real context; take into account customs, culture, using newspaper articles, radio programs, advertising, books, and magazines.

2.3.2 The Role of Tasks

Tasks can be non-communicative or communicative language activities that make demands upon the learner's knowledge, skills, and abilities. It is an essential piece of learning in which the students need to work. According to Programas de Estudio De Inglés Primer Ciclo (2016) "However, not only the specific outcome but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support" (page.26,27). The performance of the tasks need to has a final result where the student should follow a series of steps in order to get the product, this implies a process in which the learner puts into practice the strategies and competences in which they develop their learning and be responsible of it.

According to Kaliska (2016) "The Action Oriented Approach when language materials are developed on the basis of authentic situations. The learners are to carry out the tasks in which is required their personal involvement, creative thinking and the real interaction occurs" (page.32). Students who learn in real context situations using critical thinking should have the opportunity to solve problems successfully, carry out the things that are around them in a world that demands people capable to solve, analyze, manage, including social factors as a results to generate critical thinking is part of the 21 century. The students are social agents that belong to a society. They should accomplish tasks a set of circumstances that are presented in daily life situations.

Teachers should help the learner become autonomous and be successful in the completion of the task provides effective feedback in the process of learning and shows an expert role, but shares this responsibility with the learner.

2.3.3 Role of the Students

The Action Oriented Approach has an important role in the students, in order to promote their significant learning. When the learners have become responsible for their results, constructing their knowledge by themselves and teachers should be facilitators, guides, coaches, resource people, and advisors.

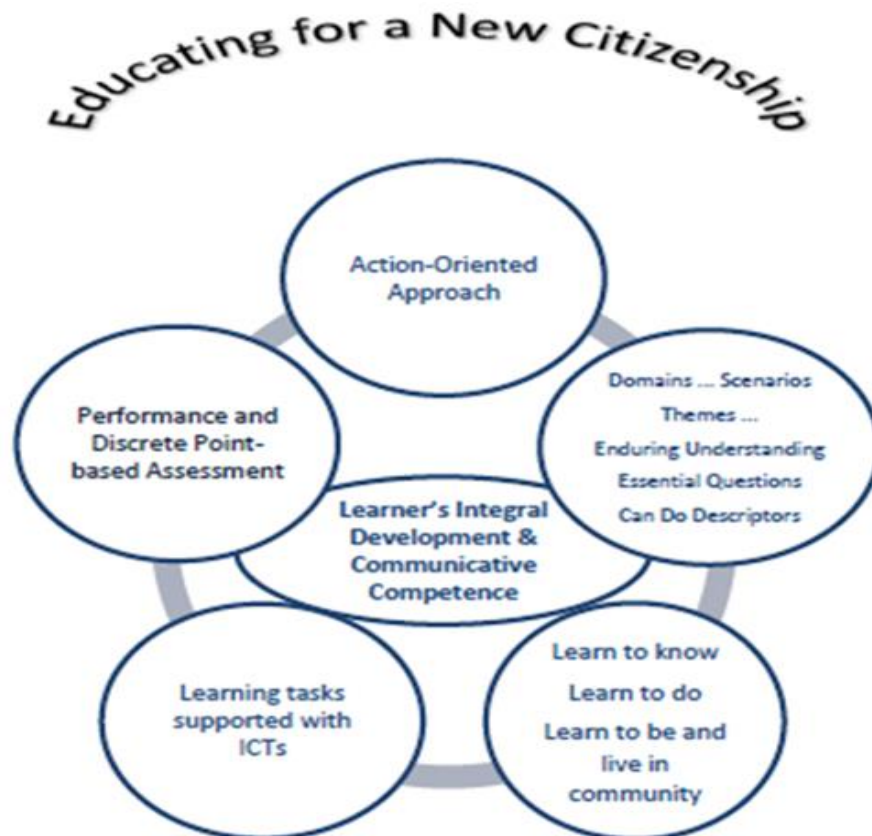


Figure 3. Pedagogical Model. Recovered from: Programas De Estudio De Inglés Primer Ciclo (2016).

An Action-Oriented Approach sees students as active agents responsible for their own progress in learning, they should manage social activities designed to accomplish specific tasks in which teachers need to put into practice meta-cognitive, meta-affective, and meta-social strategies with the objective to achieve the goals proposed in the course. According to Programas de Estudio de Inglés primer ciclo (2016): “Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens” (page.25). The external factors that are around the learners are important in this process.

The Ministry Of Public Education(MEP) adopts the Action Oriented Approach or the Task-based Approach where the students should communicate successfully. By completing tasks, meantime they are in the class, like learning to know, learning to do and learning to live and share in a community by using their point of view based on critical thinking in a meaningful context and real-life scenarios.

Within this approach to English language learning, learners should develop communicative competence, and social agents know the necessary things to make progress in the globalized world.

Each student needs to be part of her or his learning process, to live in an environment in which they should solve problems, make decisions, be argumentative, reflective that allow critical thinking. According to *Transforming the English Classroom through Action-Oriented Teaching and Learning* (2016,p.14):

- An agent/performer with intercultural awareness skills.
- Autonomous students work cooperatively, interact with others, investigate, and solve problems using the tools at his/her disposal (general and specific competences).
- Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.

Students as social agents have unique characteristics; those features make learners important agent in the learning process in which they need to put into practices their competences and develop new ones. According to Piccardo (2014) cited by *Programas De Estudio De Inglés Primer Ciclo* (2016):

The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school.
(page.29)

Students are in a continuous learning process; there are important factors in this path, to continue growing on knowledge, and perspective they should solve problems that are presented along of their life with tools that are acquired during the process in which teacher has big roles.

2.3.4 The Teacher's Role

The Action Oriented Approach is part of a new understanding for the students and it is designed to help professionals engage in language teaching, but learners should know how to put into practice this approach it in order to achieve the goals proposed in class; however they need teacher's help. According to English study programs First cycle (2016) "The teacher is a facilitator and helps the learner to become autonomous. She or he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task" (page.28). Facilitators are guides in the learning process, they are presenting when the students required they help, but learners are the main protagonist, it means to carry out tasks with their capacities.

The role of the teacher has changed; they have become the facilitators of the learning process who do not transfer the knowledge, but support learners to go through consecutive stages in acquiring a target language. According to Kaliska (2016):

The success of teaching depends on various factors, i.e. a teacher's attitude, learners' individual characteristics, goals to achieve, time devoted to learning,

motivation, etc. No one effective method can deliver positive results in all circumstances. Currently, high expectations concerning the notion a method have been supplanted by the new post-method approach involving the connection of certain functional elements derived from different methods in the line with learners' needs and goals.(page.30)

In addition, the teacher is an important element in a student's scaffolding; he or she needs to be committed to the learning process in which the students-emerge. The student is the center of the learning, but the teacher is fundamental in this process. To give the learners as a member of society tasks in which they should accomplish them in real way, on a given set of circumstances, using their critical point of view. According to Transforming the English Classroom through Action-Oriented Teaching and Learning (2016,p.14): 1)Facilitator, coach, resource person, guide, advisor, and observer.2)Helps the learner become autonomous and be successful in the completion of the task.3). It provides effective feedback to the students in the process of learning.4) Shows expert role, but shares this responsibility with the learner. Based on these principals professors should have positive results in which students are autonomous of their learning process.

2.3.5 Guidelines for the Pedagogic Mediation First and Second Cycle:

The teacher has to prepare good plans according to their students' needs. To design, analyze, and identify the main aspects, take into account the cognitive, emotional, and the abilities to think critically as a social agent need to form part of

effective plans that should generate good results According to Transforming the English Classroom through Action-Oriented Teaching and Learning MEP's program (2016,p.22-23-24):

- English language teaching first places priority on oral comprehension while simultaneously exposing students to oral production and concepts of print. Reading and writing will be introduced progressively.
- Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as phonemic awareness, language forms, vocabulary, oral or written comprehension, and oral or written production, development of cognitive or socio-affective strategies, etc.
- Tasks follow a sequence: pre-task, task planning/ rehearsal, task completion, and task assessment.
- During the Second Cycle, students are exposed to more complex tasks. These tasks gradually demand the production of longer chunks of language either in oral and written form until they begin to write more words and sentences on their own. They can also engage in the writing process, revising, editing, and finally producing polished texts on their own.
- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension goals with oral and written production ones, depending on the stage of the lesson, so that an integrated skills approach is developed.

- Teachers can take one lesson per week for phonemic awareness development when it is possible.
- Teachers start each theme and class with a warm-up activity, which is part of the pre-teaching phase. After that, he/she introduces the sentence frames, vocabulary, sounds, or sociocultural aspects of the unit, which are the focus of the lesson. Then, teachers share the learning goals and essential question with the students for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
- Teachers facilitate pre-task activities for activation of students' prior knowledge to carry out a specific task, emphasizing on the forms, sounds, and vocabulary words needed by repeating, rephrasing, writing on the board, or drawing.
- During the pre-task phase, the teacher introduces the task goal and outcome. Teacher activates students' background knowledge to perform the task. The language and sentence frames needed are reviewed or introduced as well as phonological elements.
- Presenting and explaining learning objectives and expected outcomes of the task and assuring that learners understand task instructions is important.
- The students will move from dependency on the teacher when solving a task to more autonomous work.
- It is important to support, monitor, and encourage the students while solving a task.

The student is the most important character in learning, the process, and the methodology used by the teacher. They should be adapted to the students' necessities. Even though they are in the same class, they do not have the same capacities to manage situations in real contexts.

To follow the guidelines, teachers need to accomplish the steps that are above in order to work successfully at the beginning; in the middle and at the end of the education process. Each part is fundamental in order to accomplish the tasks satisfactorily in a real context. According to Piccardo (2014):

However, the user/learner is not alone in this process. The CEFR emphasizes the social nature of actions. Clearly, different tasks require different levels of cooperation with others (other users or learners). However, in performing even the most solitary task, a user/learner must at least consult materials produced by other individuals, and this task will generally have an impact beyond the user/learner performing it . (page.18)

It is important to mention that tasks need to carry out by the students with teachers help when they need it. The tasks can be carried through individually or in groups.

2.4 CRITICAL THINKING

Critical thinking is an effective communication and problem - solving ability that help students to think about solutions, evaluate their own thinking and behavior on issues related to a learning process, understand the role and significance of the movement culture and its influence on their daily lives. According to Willingham (2008), cited by Gonzalez, L (2015): “critical thinking is a subset of three types of thinking. Reasoning, make judgments or decisions and solving problems. These three types are three specific features. Efficiency, innovation, self-direction” (page.27). When the students are ready to think critically. They should manage those characteristics mentioned above.

Critical thinking for 21st century form an important part of English class. Actually the children need to be a thinker in order to develop their capacities to confront the society and the world that are around them in which they have to contextualize, analyze, offer valid arguments based on critical thinking. According to Elder & Paul (2009):“The best thinker don't believe any, and everything they hear or read. They use intellectual standards to keep their thinking on track”.(page.10). Critical thinking is an important learning outcome for education.

Students take responsibility for analyzing and evaluating information giving each other feedback about their analyses, evaluations, conclusions, within contexts in a learning process, focusing on how these positions should be reinforced beliefs, and behaviors, taking into account their culture.

According to *Critical Thinking in Higher Education* (2012), "Critical Thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. In fact, the idea of rationality is the cornerstone of Critical Thinking (Page. 1371). When the students get critical thinking by using skills and strategies in which they feel comfortable, they should achieve their goals in a successful ways. Learners need to analyze the situations. People capable to solve problems in real context. According to Al-Osaimi et al.(2014) cited by Irshad (2017) "Critical thinking Involves asking the questions how what and why of information, its sources and its significance"(page.29). Cognitive skills are important components of critical thinking. it becomes clear why educators have pushed for the inclusion of them by working hard during the process.

In order to develop critical thinking is necessary to possess the tools that should be introduced tasks that involve critical thinking. According to Case (2008) cited by Sazant (2014):

- Critical thinkers must possess: background knowledge about the topic being examined through the critical challenge.
- They must understand: the criteria for judgment, which are the appropriate criteria or grounds for deciding on a rational response to a critical question. Students must also be familiar with critical thinking vocabulary.
- Understanding the concepts that facilitate critical thinking and differentiating among the terminology will be beneficial to students in their development as critical thinkers.

- Good critical thinkers should know and use a variety: of thinking strategies, tactics or supports to work their way through critical challenges. There are thousands of strategies, including procedures, models, graphic organizers and heuristics that guide in students' working through a posed challenge.

Students who should think critically come to possess certain attitudes and values which are also known as habits of mind. They should open to new ideas, questions, and are not afraid to take an unpopular stand. However, they are also flexible and have the ability to appreciate others points of view.

It is important to take into account the cognitive domain is formed by categories, those are essential in the process with the aim to get tools to work with critical thinking as a part of life. According to What We Know About critical thinking (2015) "The cognitive domain is most relevant to the teaching of critical thinking, and it included six categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation"(page.1). To perform each component is necessary in order to increase the probability of a desirable outcome.

Performance components are lower-order thought processes, such as reading, visualization, and deductive and inductive reasoning. Knowledge-acquisition components consist of processes that make the acquiring of relevant knowledge easier, such as selective attention.

It is important not only that the students know about critical thinking, it also is necessary that learners should follow the process in which critical thinking is emerging, nevertheless, they need teachers to help, take into account that educators are guides in a learning process and students are the protagonists. According to the Foundation for Critical Thinking cited by Monge & Varela (2009): “Bloom categorized thinking into the following six processes: knowledge, comprehension, application, analysis, synthesis and evaluation”(page.31). To know these six stages is a fundamental part the learning process, the students and teachers need to work efficiently with the objective to carry out the tasks.

- **Level 1: Remembering** educators can use verbs like define, describe, identify, label, list, outline, recall, and reproduce to effectively measure success in this stage. It is the most basic level in Bloom’s taxonomy, but represents an important foundation; a stepping stone toward deeper learning. A basic way to test learning on this level is simple questions and answer periods, or multiple choice questions. This level shows that the student can memorize facts and recall them. But it does not yet suggest that students understand the material.
- **Level 2: Understanding** ask students to discuss a problem or idea in their own words, in order to evaluate their comprehension from the “remembering” stage of Bloom’s taxonomy. For example, they might have to paraphrase a story or definition, explain a concept in their own words, tell a story that relates to it, or provide analogies. To measure this, verbs like defend, explain, generalize, paraphrase, summarize and translate.

- **Level 3: Applying.** The student will now have to take what they've learned and apply it to a scenario outside of the classroom. For example, they can use a math formula they've learned to calculate a family budget in the real world or apply a legal ruling to a specific case in the news headlines. Verbs to use in this stage of Bloom's taxonomy include to apply, demonstrate, predict, show, solve or use.
- **Level 4: Analyzing.** The students can draw connections between ideas, utilize critical thinking, and break down knowledge into the sum of its parts. This level can include using logical deduction to figure out how a piece of equipment works or finding fallacies in the reasoning of an argument. Key verbs for measurement include analyze, break down, compare, contrast, differentiate, deconstruct and infer.
- **Level 5: Evaluating.** Student makes an educated judgment about the value of the material they've just learned, applied and analyzed, to be able to tell the difference between fact and opinions or inferences. That could include finding an effective solution to a problem, or justifying a specific decision and being able to back up that justification with knowledge.
- **Level 6: Creating.** The student demonstrates full knowledge by applying what they've learned, analyzed and evaluated, and building something, either tangible or conceptual. That could include writing a manual or report on a particular topic, designing a piece of machinery, or revising a process to improve the results. Verbs to use include categorize, combine, compile, devise, design, generate, modify and write.

2.4.1 Learning Strategies to Promote Critical Thinking

Strategies are an essential part in the learning process; they have been an important issue in education in order to encourage creativity during the class. According to CEFR (2001), cited by Kaliska (2017), a strategy is understood as “any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted” A task refers to “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved”(page.31). Design strategies depend on each task, but it is necessary to teach ones in which the students feel attractive.

It is necessary to put into practice strategies that are an important part of the class, but first, they need to know how and when using them to carry out tasks. There are some strategies that professors should follow to use critical thinking in the class. Buskist and Irons (2008, p.49-57), propose five suggestions to offer opportunities for critical thinking to be developed: 1) Provide students with problems to analyze or solve in every topic. 2) In teaching, apply critical thought, giving students models to follow. 3) Illustrate teaching with examples of critical (and uncritical) thought. 4) Give opportunity for students to demonstrate the skills in assessments. 5) Provide students with handouts illustrating critical thought in the discipline. It is important to mention the necessity of putting into practice some strategies that involve critical thinking.

Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. According to Duron, Limbach, and Waugh (2006,p.161), There are 5-steps models in offering an outline relating to how to move students towards critical thinking:

Step 1: Determine learning objectives

- Define behaviors students should exhibit
- Target behaviors in higher order thinking

Step 2: Teach through questioning

- Develop appropriate questions
- Employ questioning techniques
- Encourage interactive discussion

Step 3: Practice before you assess

- Choose activities that promote active learning
- Utilize all components of active learning

Step 4: Review, refine, and improve

- Monitor class activities
- Collect feedback from students

Step 5: Provide feedback and assessment of learning

- Provide feedback to students
- Create opportunities for self-assessment
- Utilize feedback to improve instruction

It is clear that rigorous teaching of critical thinking plays an essential role in helping individuals develop self-analysis and self-assessment, enabling students to extend their expectations. To look for adequate strategies that should facilitate critical thinking in the class is an essential part of the process that should help teachers' job.

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher, therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

According to Rubin's (Rubin's 1979, page.164) cited by International Journal of Language and Linguistics (2015) are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- **Cognitive Learning Strategies:** states that these strategies refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin (ibid.) and Corder (ibid.117) identify six main cognitive learning strategies contributing directly to language learning: 1) Clarification / Verification .2) Guessing / Inductive Inference. 3) Deductive Reasoning. 4) Practice.5) Memorization .6) Monitoring.

- **Metacognitive Learning Strategies:** these strategies are used to oversee, regulate, or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

In cognitive and metacognitive learnings students should think critically to get the objectives of the activities by creating a classroom environment in which students are encouraged to thinking critically and make meaningful connections, reflecting upon their experiences, it helps to engage the young learners in today's classrooms.

Teachers, especially at the school, need to put into practice critical thinking within their domains and curricula, to look for adequate strategies that should be essential in the learning process. According to Oxford (1990) cited by Lobo,M (2015) "learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (p. 75). The strategies used by the teachers needs to be attractive, funny and motivate students to work in the class to achieve their goals.

Some professors do not know how to incorporate strategies that foment critical thinking in the school curriculum. Training is necessary in this step in order to produce significant learning; also it is important to know in which ways they should use them. According to Hayes & Devitt cited by Hove (2011). "Four useful ways to integrate Critical Thinking into the curriculum are the inclusion of problem-solving, asking questions that require critical analysis, evaluating sources and decision making" (p.66). In order to be critical, the students need to study the situations and judgment

with valid arguments by using strategies that should include the four skills provided by teachers.

Teachers need to help students to develop the skills by using adequate strategies required to analyze, evaluate arguments, and adapt the thinker in order to engage different situations in real context. According to Pescatore (2007) cited by Hove, G (2011)“for social change to occur, citizens must not only think critically about what they read and view, but they must also react to transform the world” (page. 6). Critical thinking needs to be reflected, adaptable, evaluating the evidence based on real arguments.

The use of the strategies in the correct way depends on the skills that professors put into practice during the learning process. According to Beyer (2008) cited by Hove, G (2011)“encouraged schools to consistently expose students of all ages to thinking strategies. He asserted that —what our students learn, produce, and achieve in class depends considerably on how well and how consistently they apply these skills” (page. 13). Educators should be applying adequate skills when they are using strategies to work with critical thinkers.

Strategies that include the four skills are necessary for the learning process, they should produce a significant impact on each one. According to Kaliska (2016) “Certain strategies and purposeful action can be activated when learners’ prior knowledge and competences seem not to be enough to accomplish a task.

The ability to choose the right strategy is crucial in dealing with new situational circumstances”(page.32). Teachers should choose strategies according to the students’ needs also they need to include them in their plan every day.

Teaching critical thinking needs an amount of strategies, but they should be adequate according to grades, topics, plan among others. According to Picardo (2010) cited by Kaliska (2016) :

Certain strategies and purposeful action can be activated when learners’ prior knowledge and competences seem not to be enough to accomplish a task. The ability to choose the right strategy is crucial in dealing with new situational circumstances. The undertaken action involves drawing on particular competences at learners’ disposal; searching and processing new and prior data appropriate for carrying out particular tasks (R. Oxford 1990). To sum up, we may talk about the action-oriented approach when language materials are developed on the basis of authentic situations. The learners are to carry out the tasks which require their personal involvement, and creative thinking and the real interaction occurs (meaningful communication) (page.32).

Teaching critical thinking skills does not require hours of lesson planning. Professors do not need special equipment or students with a high level of knowledge. In fact, all they need are curious minds and a few simple strategies.

2.5 THEORIES

Theories have become ones of the greats growth areas in cultural analysis and academic life over the last few decades. It is now taken for granted that theoretical tools can be applied to the study of, for example, texts, societies, human's life, cultures.

2.5.1 Social constructivism theory

The socio-constructivism approach perceives the learner a responsible member of a world community and views teachers as social engineers. Vygotsky (1978) cited by Verenikina (2010) Vygotsky stated that the "human mind is constructed through a subject's interactions with the world and is an attribute of the relationship between subject and object" (page.3). Students need to be in contact with external agents to build their own learning social context.

The design of the syllabus adopts the socio-constructivist theory of learning, encouraging active learner's participation, interaction, and its adaptation to the context. Ten principles of social constructivism are summarized as follows. According to Pérez (2002) cited by MEP (2016, page. 22)

- Construction and reconstruction of knowledge are a continuing process, progressive, and never-ending.
- People learn in meaningful ways.

- Learners learn better in collaborative environments and exchanges.
- People learn progressively at different stages of life.
- The learner's mental and motor activity are both fundamental to creating long-term meaningful learning.
- Prior experiences facilitate or inhibit the acquisition of new learning.
- Mind and language development are influenced by the historical and socio-cultural context.
- The appropriation of new knowledge implies a break from prior knowledge; therefore, the cognitive conflict must be addressed and overcome.
- Educational content must be treated in three dimensions: concept, procedure, and attitude.
- Application of meaningful learning is fundamental for long-lasting learning.

In social constructivist classrooms, collaborative learning is a process of peer interaction that is mediated and structured by the teacher. Discussion can be promoted by the presence of specific concepts, problems or scenarios, and is guided using effectively directed questions, the introduction, and clarification of concepts and information, and references to previously learned material. They are important tools in order to generate critical thinking, each teacher must use them to achieve the goals.

The socio constructivism approach perceives the learner as a responsible member of a world community and views teachers as social engineers. According to Transforming the English Classroom through Action-Oriented Teaching and Learning (2016) "Socio-constructivism: the learner as a responsible member of a world community" (page.10).It is important to take into account that students are responsible for their learning, and teachers are facilitators, guides and supervisors of learning process in a collaborative nature of learning, cultural and social context in which learners were integrated into a knowledge community. According to Vygotsky (1978) cited by Berkeley Graduate Division:

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). Those applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

For Vygotsky, culture gives the child the cognitive tools needed for development. Adults in the learner's environment are conduits for the tools of the culture, which include language, cultural history, social context, and more recently, electronic forms of information access.

2.5.2 Critical Social

Critical theory is a theory of thoughts that emphasizes the reflective assessment and critique of society and culture by applying knowledge from the social sciences and the humanities by Frankfurt in 1920s.

Critical Social Theory is a multidisciplinary knowledge base with the implicit goal of advancing the emancipatory function of knowledge. The role of criticism is a fundamental part of this theory. Through critical social theory in education, quality is proportional to the depth of analysis that students have at their disposal. As a critical form of classroom discourse, critical social theory cultivates students' ability to critique. According to Crossman,A.(2019):

Critical theory is a social theory oriented toward critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or explaining it. Critical theories aim to dig beneath the surface of social life and uncover the assumptions that keep us from a full and true understanding of how the world works.

A critical social theory is based on relationship between social systems and people, this theory can contribute to join them.

Critical Social theory pretends to produce changes in the form of think promoting an ideology in which everybody is a fundamental part in society, hence has right to express and put into practice beliefs, values, etc even though are not imposed on society. According to Marx (1997): Critical theory is connected to struggles for a just and fair society, it is an intellectual dimension of struggles: Critical theory provides a self-understanding of a society's self-understanding, struggles, and wishes. It can "show the world why it actually struggles" and is "taking sides [...] with actual struggles" (p. 214). Critical Theory is a Social Theory oriented to critiquing and changing the society that follows rules in which people are submitted in the ideology implanted for itself.

2.5.2.1 Principles of Critical Education

In order to work successfully with Critical Theory in the class, teachers should follow some principles. According to Salehia, A.(2013,p.52) :

- **The anti-authority and hegemony:** is one of the important principles of critical pedagogy to the rights of all people class. According to this principle as a teacher or any authority competent authority to influence and control over ideas and thoughts on class and students, not curriculum.
- **The emphasis on the critique and criticism:** one based on the tenets of critical theory in education can be used by teacher education "and the criticism of criticism" is and while teaching in class is considered.

- **The emphasis on "discourse & dialogue "**: Traditional systems of education in debate or discussion in the education group were considered. Giroux and other thinkers of critical theory believe that the knowledge, values, and attitudes are much clearer with better dialogue.
- **The relativity of knowledge and values:** other important principles of critical pedagogy are relativity of knowledge and changes in knowledge, values, and insights. This principle is named the relativity of knowledge, and values. According to this principle, never knowing for granted and will not be considered definitive.

Critical Theory analyses were oriented to the understanding of society and pointed rather to the necessity of establishing open systems based on immanent forms of social criticism. This theory provides an interpretation of Marxist philosophy with regards to some of its central economic and political notions like commodification, reification, fetishization, and critique of mass culture. The experience is the center of learning, where the student is creating an adequate place in which the social conditions for reflection and dialogue are presented. According to *Transforming the English Classroom through Action-Oriented Teaching and Learning* (2016) "Critical Pedagogy: Learners become producers of knowledge, not just consumers" (page.10).

This theory goes against the forms of oppression in favor of freedom, happiness, and rational social order. Each student does not want to base the model on a negative concept like 'problem'. Hence, they adopted the term 'experience based' to

indicate social work's strengths focus. Small groups provide both the context and medium through which this learning takes place. According to Bronner (2011):

Critical theory refuses to identify freedom with any institutional arrangement or fixed system of thought. It questions the hidden assumptions and purposes of competing theories and existing forms of practice. It has little use for what is known as "perennial philosophy" Critical Theory insists that thought must respond to the new problems and the new possibilities for liberation that arise from changing historical circumstances. Interdisciplinary and uniquely experimental in character, deeply skeptical of tradition and all absolute claims, critical theory was always concerned not merely with how things were but how they might be and should be. This ethical imperative led its primary thinkers to develop a cluster of themes and a new critical method that transformed our understanding of society. (Page. 1,2)

Critical thinking requires people who are able to find and solve problems in a society in which its students should be analytical, to work with reflective assessments and critique the society and culture applying knowledge in order to respond as soon as possible to its needs.

2.5.3 Teacher's Training

Training is an important education process. It is oriented to teachers in order to acquire much knowledge into the field. It is more mechanistic by practice and repetition. On the other hand, education is a more organic process to produce less predictable changes in the individual. It is represented in the figure below:

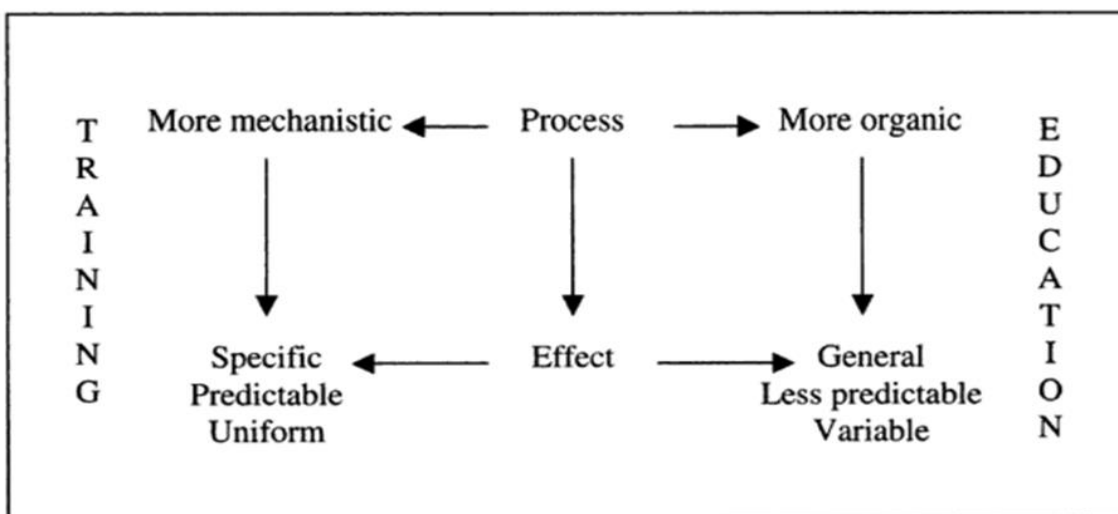


Figure 2. The distinctions between education and training expressed in terms of process and effect. Recovered from: *The Theory & Practice of Training* (2007).

English teachers need to prepare and get more capacities in order to achieve the students's goals and high levels of English performance. The principles are important in the English teaching process to implement communicative competence in the class. According to Córdoba, Rodríguez & Hernández (2015):

Regarding the view of language learning, the implementation of the in-service teacher training model was based on a number of teaching and learning principles for effective communication, the principles considered in the training model included also the development of communicative competence within a

learner-centered, safe environment based on meaningful learning experiences simulating real-life contexts. The view of language learning for this training model is also congruent with the position held by Calderón and Mora, coparticipants in the Costa Rican teacher's training project, who state that professional development in linguistic skills should be obligatory for language teachers to guarantee quality in the EFL class. (page.33)

Finally, training sessions are necessary to be adapted to students' needs by using principles to determine the outcomes or consequences of behavior and actions in the learning process. It covers factors that are significant in order to help the students to accomplish their task, also to offer to its professors high teaching quality in this field, when the participants should be managing a second language (English).

The Ministry of Public Education (MEP) has been training teachers to carry out the new program Action Oriented Approach in order to use theories and strategies to achieve the students' goals. According to the e-mail emitted by (Regional Adviser of English San José Norte R. Personal communication, November 2nd, 2018) mentions that :

- At the end of 2016, the training was about program change, as well as the presentation of the theoretical foundations of it, also its components.
- At the beginning of 2017 the teacher's guide, planning, daily evaluation, and mini project were reviewed.

- At the beginning of this year the planning, the teacher's guide the writing of the indicators and the didactic sequences in the new program, including Action Oriented Approach, also the phonetic awareness were analyzed and had new adaptations.
- We have had training about the theoretical framework of the syllabus, and we have also covered aspects related to planning and classwork evaluation. Every year, we cover one more level, and the teachers who work with that level are trained.

Training is necessary for all areas to accomplish the task, to help students to achieve their goals, but the teacher needs to receive adequate training according to the topics, not only that is necessary to put into practice the knowledge acquired.

According to Regional Adviser of English San José Norte The Ministry of Public Education (MEP) has been training the English teacher during the year in many areas that are important not only for the educator also to students. it covers all educational population. R. Centeno Hernández (e-mail message of the author, November 7th, 2018):

It depends. Let's say that the training responds to the needs expressed by teachers or Government policies. Trainings usually cover all populations and modalities, so there is training for pre-k, primary, secondary, night school, and Bilingual School. Per year, you can say more than a hundred teachers.

In addition, the supervisor confirms that the Ministry of Public Education (MEP) has been offered training to the teachers during the years including Action Oriented Approach. It is important to mention that teachers who work at MEP should know how to work with this new program and they should put into practice it with the objective that the students can think critically in a real context and be the center of the learning.

In Costa Rica due to many teachers do not have high proficiency in English teaching the Ministry of public education (MEP) was created a special training with the objective that the educator should get more than B2 in TOIEC test. According to the Design and Implementation of an In-service EFL Teacher Training Model in the Costa Rican Public School System (2015):

The curricular decisions for the Costa Rican training model followed the previous process: starting from policy making for the learning of foreign languages in the country, and going through the stages of assessing the learners' needs; developing goals and objectives; designing and implementing the courses; testing the learners' performances, and evaluating the program (page.33)

When teachers manage in better ways the English language in a new curriculum, their students have more possibilities communicate with each other. The knowledge is in constantly changing, it is never the same. If the teachers are prepared by training, they should guarantee the efficiency of the learning. According to Basal (2009). "Formal professional training on a continuous basis is necessary for becoming

a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct" (page.287). Training is a fundamental piece of learning, a teacher should access to it in order to improve their capacities and knowledge as a result to have successful classes.

CHAPTER III:
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

This research has a theoretical purpose. It is a guide for teachers to develop critical thinking by using Action Oriented Approach through their lessons. It focuses on the study of the strategies, theories that should develop critical thinking during English classes to improve English skills. The goals pretend that students can think critically, have the capacity to clarify, analyze, make judgments, solve problems, follow logical steps, to communicates effectively with others in order to make conclusions and solutions.

The Action Research is presented in this investigation, it is a systematic study that combines action and reflection with the intention of improving practice. It acts, observes and reflects more carefully, more systematically, more rigorously, collaborative, and critically. According to Research Methods on Education (2007):

Action Research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only Action Research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group members. (page.298)

This investigation is a mixed research because it is mixing both quantitative and qualitative in order to understand the research problem in a single study. The problem will be proven by numbers and by the experiences of the subjects that are part of the investigation. According to Research Methodology and Approaches (2015):

A mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involve collecting data, either simultaneously or sequentially, to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information (page.50).

Mixed research is a general type of research in which quantitative and qualitative, methods are mixed in one overall study — collecting and analyzing both quantitative (closed-ended) and qualitative (open-ended) data and using rigorous procedures in collecting and analyzing data appropriate to each method's tradition, such as ensuring the appropriate sample size for quantitative and qualitative analysis.

This investigation employs strategies to understand the research problem. Sampier (2005) cited by Bastos (2015): "Researchers will face this method in order to use the strength of both research methodologies, so making a combination and deal of minimizing potential weakness"(page.67). This kind of investigation incorporates methods of collecting or analyzing data from the quantitative and qualitative in the

same research study and using procedures that implement qualitative and quantitative components.

3.1.1. Purpose

This research has practical purposes. Teachers should use adequate theories, strategies, skills in order to develop critical thinking in their students through Action Oriented Approach in the lessons. It focuses on the study of ways that should develop the capacity to think critically during the classes.

The purpose is the students put into practice the critical thinking when they need to express themselves, through their ideas and points of view base on credible factors, without fear to be accepted in order to analyze and reason.

This investigation presents applied research that involves answers for some specific questions. According to Methodology methods and techniques (2004) applied research is: "Applied research aims at finding a solution for an immediate problem facing a society or an industrial/business organization, whereas fundamental research is mainly concerned with generalizations and with the formulation of a theory"(page.3). When the investigation uses applied research, the student has the opportunity to find solutions for the problems that should appear.

3.1.2 Temporal Dimension

This research is developed between the months of August to November 2019; for that reason it is temporal. According to Barrantes (1993) quoted by Lacayo, J.(2017): the temporal dimension is defined as a longitudinal type because, he says “ these researches study an aspect or issue in different times, level, or age” (p, 69). In other words, the influence of the time can explain better the actions or situations of what is researched.

In the classroom is necessary to find solutions for problems which require that the students should be thinking in order to achieve their goals. For these aspects Ministry of Public Education(MEP) puts into practice approaches like Action Oriented Approaches , where the students should learn how to solve problems by using critical thinking in which the students need to analyze, understanding the logical connection between ideas, also the ability to recognize what are the better ways to find solutions based on real facts.

3.1.3. Framework of the research

It is a micro research. This research was completed at the San Blas School, with first grades, between six-seven years old. Some characteristics of micro and macro research according to “Guía cuantitativa para Trabajos finales de Graduación Tesinas y Tesis en Ciencias Sociales” (2018):

The micro space of the investigation means a part or subtopic in which the investigator will make his research.

For example, could be a research about an evaluation of performance by extracting a sample of employees from the marketing department of the company, or could be the relationship between the minimum wage and the motivation in a department of C.C.S.

Also could be the new trend of knowledge in the evaluation of the students, this could be done by a group of Math teachers from a school in Heredia, that have 10 years of experience and have received a workshop about the topic.
(page.29,30)

The micro research is based on a sample of the population. It does not cover all the populations. In this case the population are students and teachers of first grade from San Blas School and Regional English Advisor San José Norte.

3.1.4 Character

It is descriptive research because people have the opportunity to say how is the population that they are studying, the phenomenon that is presented in the first grades in San Blas School in the process of critical thinking. According to Research Methodology in Applied Economics (2004) says:

In regards of the descriptive research, the main purpose is to present in detail a phenomenon that is occurring, this means to describe the fact meticulously as

possible so that the readers can create their own idea of what is occurring. For example, describe in detail a teacher.(page.24)

Its environment is completely natural. The opportunity to integrate the qualitative and quantitative methods of data collection should be possible in this type of investigation.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Analysis Unit (objects and subjects of study)

There are three types of sources in an investigation first, second and third. According to this, find the following sources below:

3.2.2 First-hand source

The first –hand resource is defined according to Cerda (1998) cited by Bernal (2010) primary resources are “primary here the information is originating. They are like people, organizations; natural resources where information can be obtained directly (page.121). These sources were presented during an experience or time period and offer an inside view of a particular event.

The first sources in this investigation are:

- Teachers, students from San Blas School
- English advisor of San José North
- National and International thesis

3.2.3 Second – hand sources

The second –hand resource is defined according to Bernal (2010) cited by Smith, J. (2016) explains the sources of second-hand or secondary sources are:

Those that provide information about what is going to be investigated, but which are not the original source of the facts or the situations, but that only referenced them. The main secondary sources to obtain information are books, magazines, those written documents (in general, all data printed), the documentaries, news and the media (p.192).

Second-hand sources interpret and analyze primary sources. These sources are one or more steps removed from the event. Secondary sources may contain pictures, quotes, or graphics of primary sources.

The second sources in this investigation are:

- Action Oriented Approach MEP's program
- Programas De Estudio De Inglés Primer Ciclo
- Research Methods in Education
- Books and articles online

All the sources are important in this thesis because they provide information that is relevant and fundamental in this process.

3.3 SELECTING OF SAMPLING

3.3.1 Population

It refers to people or things that want to investigate According to Hernández (2013) quoted by Smith, J. (2017). "The sample corresponds to what or who, this refers to, participants, objects, events, or communities of study (the analysis unit), and which depend on the approach of research and achievements of study" (page. 172). In this case, the research corresponds to the students of first grades, ages 6-7.year - old, from San Blas School.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

This investigation uses a questionnaire, interviews, and direct observation techniques to collect information.

This research is using closed and open questions in which students, teachers, and Regional English Advisor San José Norte answered them. According to Research Methods in Education (2007) "Closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis...Open questions enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. (page.321).

It is important to include in a research open and closed questions. Open questions can give important information that can be used in order to find the

objectives answer. On the other hand, closed questions are more directly, is easier to response than open questions.

Some of the questions in this investigation are dichotomous questions require 'yes' or 'no' responses and multiple choice. According to Research Methods in Education (2007) "The dichotomous question is useful, for it compels respondents to come off the fence on an issue. It provides a clear, straightforward unequivocal response. Further, it is possible to cod responses quickly, there being only two categories of response" (322). To use this type of questions should generate less time to classify the information and should be easy for investigators.

Also, this investigation has multiple choices questionnaire in which people have the opportunity to choose the answers that consider correct. According to Research Methods in Education (2007) "It may be important to include in the multiple choices those that will enable respondents to select the response that most closely represents"(page.324). It is useful if more information is required.

In a research have been presenting some instruments in order to collect the information. According to Bernal (2010) quoted by Lacayo, S. (2017), below are detailed the most used techniques in research processes:

- **Survey:** It is one of the techniques of data collection more used, while increasingly loses credibility by the bias of the people surveyed. The survey based on a questionnaire or set of questions that are prepared with the purpose of obtaining information on people.

- **Interview:** Oriented technique to establish direct contact with the people that are the source of information. Unlike in the survey, which adheres to a questionnaire, the interview, even though you can support it in a very flexible questionnaire, has the purpose to obtain information more open and spontaneous. During it, you can deepen the relevant information to the study. In this work is has resorted to the semi-structured interviews: splitting of a previous guide but admitting variation depending on the concrete situation, the response of the interviewed person, ...it has adopted for this type of interview given the number of participants. The existence of common categories on which the questions facilitate the analysis of the information.

- **Direct Observation:** Consist of the collection of information on the facts as they arise in their natural context, in accordance with a specific goal and following a systematic plan of action.

Observation data has been used as a tool for collecting data about people, processes, and cultures in qualitative research. Information on keeping field notes and writing them up is also discussed, along with some exercises for teaching observation techniques to researchers-in-training. According to Research Methods in Education (2007) :

Observational data will comment on the physical environment, and will then be followed up with interview material to discover participants' responses to, perceptions of, messages contained in and attitudes to the physical environment. Artifacts, clothing, shared and private spaces, furniture, notices, regulations etc. all give messages to participants. (page.97

Through observation people can observe behaviors, characteristics and work environments more closely because the observation is directly; also the observer has the opportunity to look for specific information that cannot be observed in others contexts.

The natural observation is a fundamental process in this part; there are some details that are not captured in other instruments in order to collect data. According to Barrantes (2013) cited by Lobo, M. (2015) "The natural observation is when the viewer is a mere spectator; he does not intervene in any way in the observed events. Information about the phenomena is obtained as they occur" (page.92). The person who is making the observation is limited only to observe, he or she is not the main protagonist of the investigation.

3.5 OPERACIONALIZATION OF VARIABLES

3.5.1 Conceptual, Operational, and Instrumental definition

The variable is taken from an abstract concept to a concrete view. Concepts, definitions, and indicators are made to explain the way the variables are going to be contrasted. The operationalization of variables is divided in three parts. According to Guide, Final Graduation Works, and Thesis in Social Sciences (2018):

- **Dimension:** refers to the category of analysis of the variables that are known as the specific variables that can be measured; these are extracted from the specific objectives.
- **Operational definition:** refers to translate the indicators that allow the direct observation of the variable; this means the empiric observation where the measuring is made through concrete aspects. A graphic scale is indicated in which is established through a positive value, that is given previously.
- **Instrumental definition:** refers to techniques and instruments to use to gather information according to the studied variables and the results expected, the questions that measure indicators and variables are used. Such as observation technique, checklist instrument, observations from 1 to 8 for the first factor or independent variable.

3.6 VARIABLES

Variables are used to provide information to be referenced and manipulated in an investigation. It is helpful to think of variables as containers that hold information. Variables are defined by Hernández, Fernández, and Baptista (2005) cited by Bastos, G (2015)“As a property that can fluctuate and which variations are susceptible of measuring and observation”(page.77). They are necessary for all types of investigations. Identifying the variables and how they are measured is important for making realistic applications.

The most common types of variables are dependent and independent. Independent variable is the cause of an effect being observed, and the dependent variable is the one being observed. Both types according to Kaur, S (2013):

The independent variable is the antecedent while the dependent variable is the consequent. If the independent variable is an active variable then we manipulate the values of the variable to study its effect on another variable...a dependent variable is the variable that is affected by the independent variable. The dependent variable is dependent on the independent variable.(page.36)

Both dependent and independent variables have to connect with each other in order to get effective results. The independent variable is the one the experimenter controls. The dependent variable is the variable that changes in response to the independent variable.

3.7 INSTRUMENTS TO COLLECT THE INFORMATION

3.7.1 Likert Scale

This research will be used Likert Scale in some of its questions. According to Bertam,D (2007) cited by Stecher, M (2015) the Likert scale can be defined as: “a psychometric response scale primarily used in questionnaires to obtain participants’ preferences or degree of agreement with a statement or set of statements” (page.92)

The scale was created in 1932 by Dr. Rensis Likert; its main purpose was to measure psychological attitudes in a “scientific” way and then interpret the data on a metric scale, variables that can be observed (qualitative) and measured (quantitative).

The Likert Scale is a 5- or 7-point scale that offers a range of answer options from one extreme attitude to another. According to Research Methods in Education (2007) “Likert scale (named after its deviser, Rensis Likert 1932) provides a range of responses to a given question or statement” (page.326). The scale itself, regardless of whether it uses numeric or text labels, should be consistent on each item; this prevents confusion for you and simplifies the analysis of their answers.

3.7.2 Specific Objective N° 1

To analyze Social constructivism and Critical Social theories in order to understand Action Oriented Approach.

Variable N^a 1.

Critical Social theories

➤ **Nominal Definitions:**

Critical theory is named as a theory of thoughts, that emphasizes the reflective assessment and critique of society and culture by applying knowledge from the social sciences and the humanities by Frankfurt in the 1920s. According to Marx (1997): Critical theory is connected to struggles for a just and fair society; it is an intellectual dimension of struggles: Critical theory provides a self-understanding of a society's self-understanding, struggles, and wishes. It can "show the world why it actually struggles" and is "taking sides [...] with actual struggles" (p. 214).

Variable N^a 2.

Social constructivism

➤ **Nominal Definitions:**

According to Vygotsky (1978) cited by Verenikina (2010). Vygotsky stated that the “human mind is constructed through a subject’s interactions with the world and is an attribute of the relationship between subject and object” (page.3). In social constructivist classrooms, collaborative learning is a process of peer interaction that is mediated and structured by the teacher. Discussion can be promoted by the presence of specific concepts, problems or scenarios, and is guided by means of effectively directed questions, the introduction, and clarification of concepts and information, and references to previously learned material.

➤ **Operational Definition:**

To recognize if the teacher has been using theories correctly in order to promote critical thinking in the students during the teaching-learning process. Using a Likert scale, open and closed questions.

1	2	3	4	5
Never	Seldom	Sometimes	Usually	Always

- **Instrumental Definition:** The researcher will apply observation technique questions 4 and 5, interview question 2 and questionnaire questions 1 and 3.

3.7.3 Specific Objective Nº 2

To learn how Action Oriented Approach benefits students.

Variable Nº 1

Action Oriented Approach

- **Nominal Definition:** According to the Common European Framework of Reference for Languages (2006):

An action- oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. (page,9)

- **Operational Definition:** How Action Oriented Approach influences students. Using Likert scale and closed questions.

1	2	3	4	5
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Never

Seldom

Sometimes

Usually

Always

- **Instrumental definition:** The researcher will apply a questionnaire, interview, and observation to teachers and students of third grade. It will be applied to

questions numbers: 1 and 7. Interview questions numbers:4,5,8 and 9.Observations questions:2,3 and 6.

3.7.4 Specific Objective N° 3

Identify strategies being used by teachers in class to promote critical thinking if any.

Variables Nª 1

Strategies

➤ **Nominal Definition:**

Strategies are defined According to Oxford (1990) cited by Lobo, M (2015) “learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 75).

Variables Nª 2

Critical Thinking

➤ **Nominal Definition:**

Critical Thinking is defined According to Willingham (2008) cited by Gonzalez, L (2015) states: “critical thinking is a subset of three types of thinking. Reasoning, make

judgments, or decisions and solving problems. These three types are three specific features. Efficiency, innovation, self-direction”(page.27).

- **Operational Definition:** strategies used by the teacher to promote critical thinking. Using a Likert scale, open and closed questions.

1	2	3	4	5
Never	Seldom	Sometimes	Usually	Always

- **Instrumental Definition:** The researcher will apply a questionnaire, interview, and observation to teachers and students of third grade. It will be applied to questions numbers:1 and 6. Interview questions numbers: 2 and 4. Observations questions: 3 and 5.

3.7.5 Specific Objective N° 4

Determine the type and periodicity of training provided by the MEP to teachers of English.

Variables Nª 4

Training

- **Nominal Definitions:** According to Buckley R. & Caple U.(2008)

A planned and systematic effort to modify or develop knowledge /skill/attitude through the learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job. (page.5)

- **Operational Definition:** If the teachers have been received training in order to work with Critical Thinking. Using a Likert scale, and closed questions.

1	2	3	4	5
Never	Seldom	Sometimes	Usually	Always

- **Instrumental Definition:** The researcher will apply a questionnaire and interview, to teachers of third grade. It will be applied questionnaire questions numbers: 2, 3 and 5. Interview questions numbers: 1 and 4.

CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

4.1 Data Analysis and Interpretation

In the following chapter, the research presents the analysis of the information collected with the instruments, the information provided by the subjects through the interview, questionnaires and observations will be stated in this chapter.

This chapter reflects with graphics. It shows important information related to Action Oriented Approach, critical thinking, strategies, and teachers' training, given by teachers and the supervisor of San José Norte.

The purpose of analyzing data is to obtain useful and usable information that help to answer the problem question as well as the objective of the research.

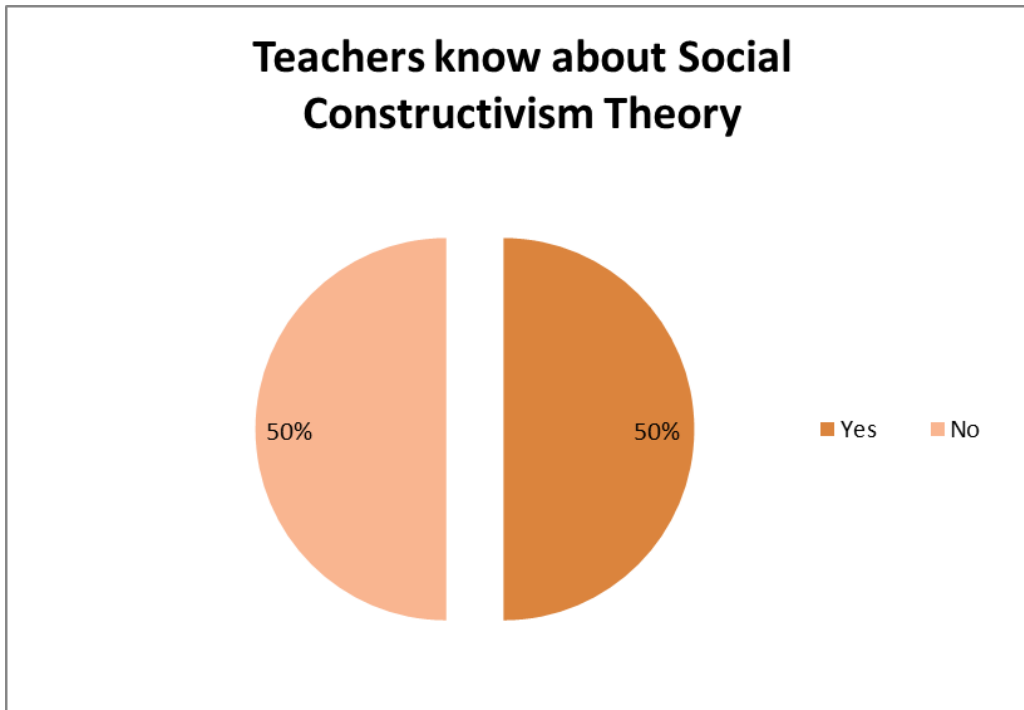
The instrument used in this phase of the investigation is addressed to 25 students in first grade, two English teachers and the Regional Adviser of English San José Norte who represents the population sample. The interview and observation were applied to the students meanwhile the teachers were in the class.

4.1.1 Objective N° 1

To analyze Social Constructivism and Critical Social theories in order to understand The Action Oriented Approach.

QUESTIONNAIRE	OBSERVATION	INTERVIEW								
1-Do you know what Constructivism and Critical Social theories are?	1-Does the teacher work with Social Constructivism and Social Critical theories when she is working Action Oriented Approach?	1-What theories have you used into the class in order to work with Action Oriented Approach to generate Critical Thinking in the students?								
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td>No</td> <td>Yes</td> </tr> </table>			No	Yes	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td>No</td> <td>Yes</td> </tr> </table>			No	Yes	Teacher N°1: Social Critical Teacher N°2: none of them
No	Yes									
No	Yes									

Graphic N° 1
Variables N°1 Social Constructivism Theory

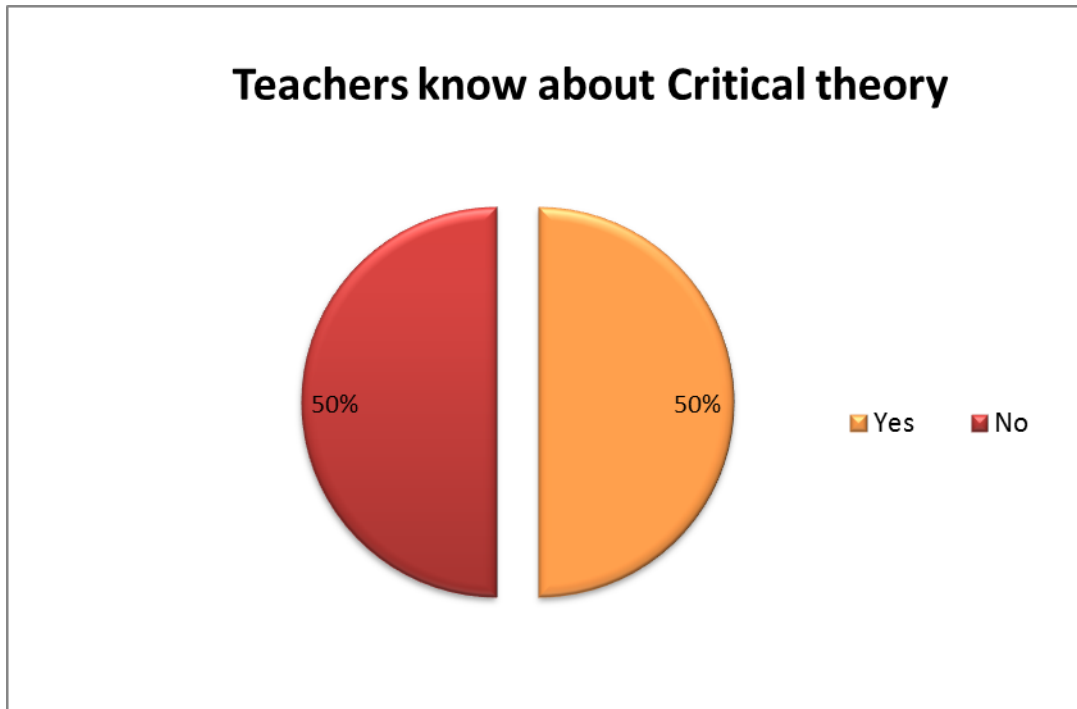


Graphic N°1 Source: Scale applied to by the researcher to the teachers. Variable N°2. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers, based on the objective N°1. To analyze I Social Constructivism theory in order to understand The Action Oriented Approach. The question was applied to educators of San Blas School, one of the teachers said that she does not anything related to this theory and until now she has not received training from MEP related to Action Oriented Approach program. It represents 50% of the total score.

On the other hand, the other teacher said that she knows about this theory and she applies it in class, but not always because she needs more time. It represents 50% of the total score.

Graphic N° 2
Variables N° 2 Critical Social Theory

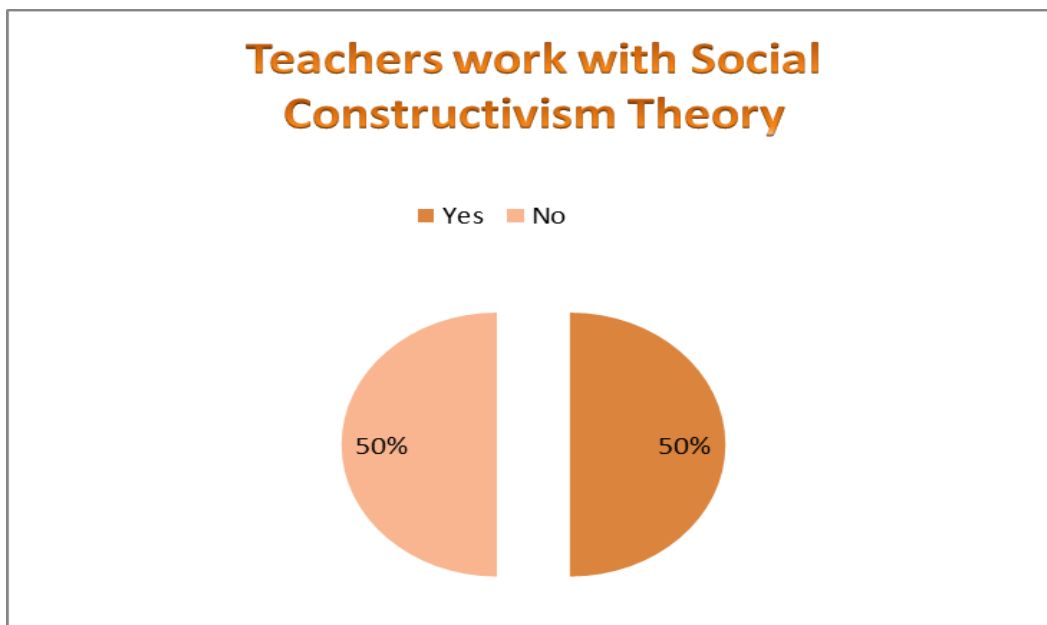


Graphic N° 1 Source: Scale applied to by the researcher to the teachers. Variable N°2. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers, based on the objective N°1. To analyze Critical Social theory in order to understand The Action Oriented Approach. The question was applied to educators of San Blas School, one of the teachers said that she does not anything related to this theory, and until now she has not received training from MEP related to Action Oriented Approach program. It represents 50% of the total score.

On the other hand, the other teacher said that she knows about this theory and she applies it in class but not always because she needs more time. It represents 50% of the total score.

Graphic N° 3
Variables N° 1 Social Constructivism Theory

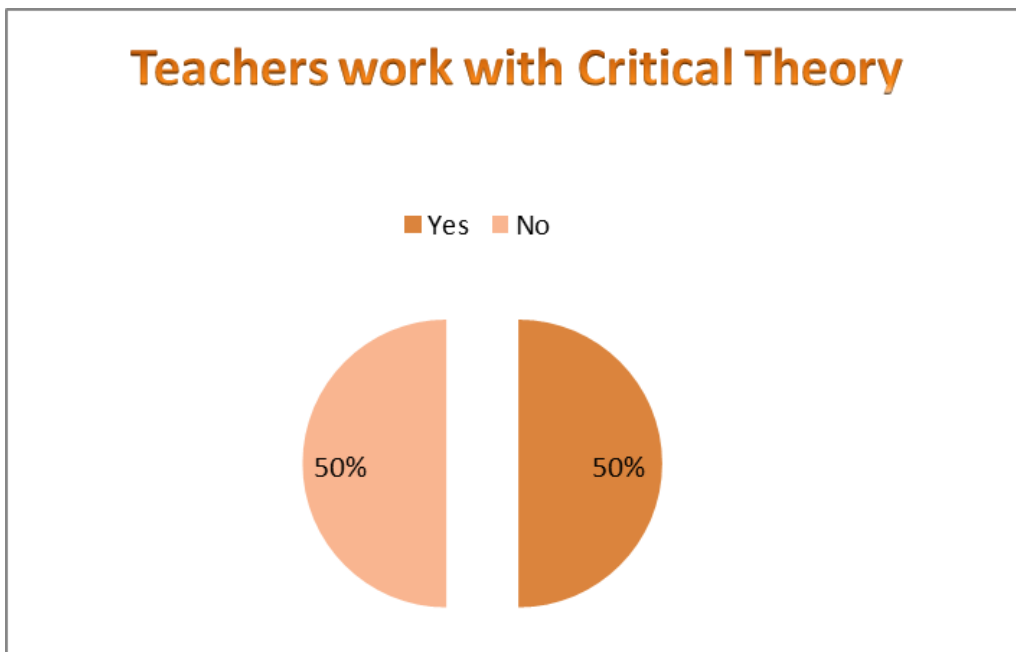


*Graphic N°2.*Source: Scale applied to by the researcher to the teachers. Variable N°2. Blanco Quirós,Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers, based on the objective N°1. The questionnaire and interview applied to educators, 50% of the total score said that never work with this theory because she does not anything about it. In the observation was noticed that teacher was working with this theory but she does not know because during the lesson the students put into practice some strategies by using Social Constructivism Theory in which they had to draw according to each sound of the word. It represents 50% of the total score.

On the other hand, another teacher said that she knows about this theory also she works with this to promote students that should build their learning process and the teacher is only a guide that means to use critical thinking but sometimes she needs more time. It represents 50% of the total score.

Graphic N° 4
Variables N° 2 Critical Theory



Graphic N°3 .Source: Scale applied to by the researcher to the teachers. Variable N°2. Blanco Quirós,Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers, based on the objective N°1. The questionnaire and interview applied to educators, 50% of the total score said that never work with this theory because she does not anything about it. In the observation was noticed that the teacher was working with this theory but she does not know. During the lesson, the students put into practice some strategies in which they had to solve some problems related to debates in groups. When they needed to find answers with different points of view but the teacher should teach to her students how to think critically putting into practice some strategies to get the goals.

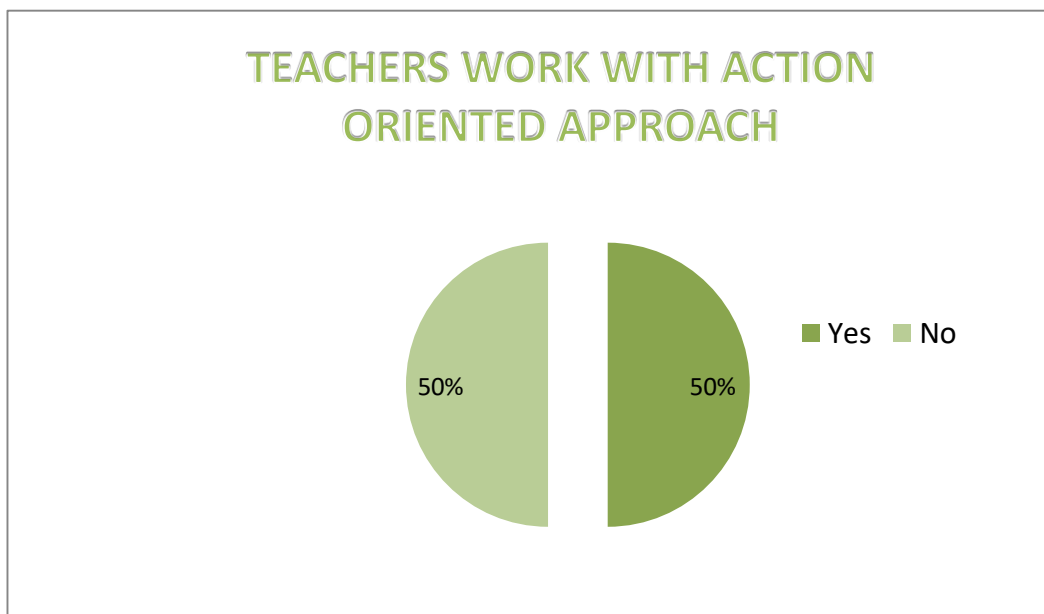
On the other hand, another teacher said that she knows about this theory also she works with this to promote students that should build their learning process, and the teacher is only a guide that means to use critical thinking. It represents 50% of the total score.

4.1.2 Objective N° 2

To learn how Action Oriented Approach benefits students.

QUESTIONNAIRE	OBSERVATION	INTERVIEW																		
<p>1-Do you consider to work with Action Oriented Approach is benefit for the students?</p>	<p>1-Is the teacher using Action Oriented Approach as a part of her lessons? 2-When the students work with Action Oriented Approach they have the autonomy to express their own points of view in real context to accomplish the tasks?</p>	<p>1-Are you working with Action Oriented Approach?</p>																		
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td>No</td> <td>Yes</td> </tr> </table>			No	Yes	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%; height: 20px;">1</td> <td style="width: 20%; height: 20px;">2</td> <td style="width: 20%; height: 20px;">3</td> <td style="width: 20%; height: 20px;">4</td> <td style="width: 20%; height: 20px;">5</td> </tr> <tr> <td>Never</td> <td>Seldom</td> <td>Sometimes</td> <td>Usually</td> <td>Always</td> </tr> </table>	1	2	3	4	5	Never	Seldom	Sometimes	Usually	Always	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td>No</td> <td>Yes</td> </tr> </table>			No	Yes
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Graphic N° 5
Variable N°1 Action Oriented Approach

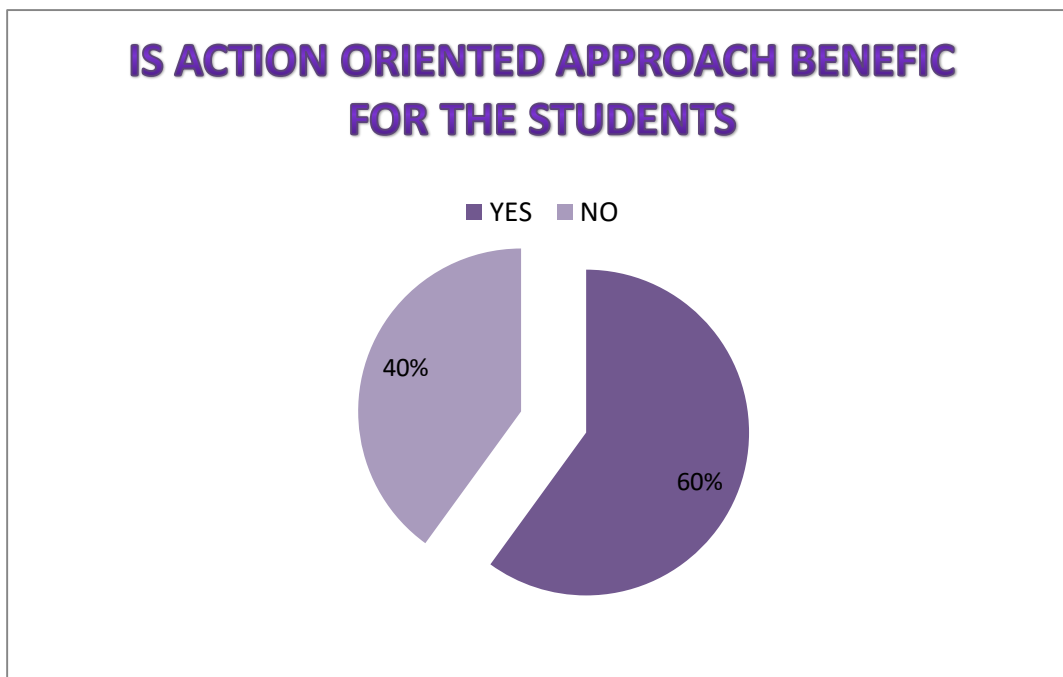


Graphic N°4. Source: Scale applied to by the researcher to the teachers. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and the observation of them, based on the objective N°2. The observation and interview applied to educators, 50% of total score shows that teacher does not know what is Action Oriented Approach, because she never had been in training related to this and 50% said that the teacher knows what it is.

In the observation was evident that this teacher did not put into practice anything about this approach. During the interview, the teacher said that she is worried about it because she does not know this program, also she said that she has never received an invitation in order to attend to training related to this. On the other hand, according to the supervisor of San José North, he sent the invitations almost all the teachers, but for some reasons, some of them could not assist.

Graphic N° 6
Variable N°1 Action Oriented Approach



Graphic N°5. Source: Scale applied to by the researcher to the teachers and stidents Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by 2 teachers and the observation of 25 students, based on the objective N°2. 40% of the total score shows that one of the teacher does not work with is Action Oriented Approach because she does not anything related to this and 60% said that the teacher considers that work with Action Oriented Approach is important for the students in which they have the capacity to carry out tasks successfully.

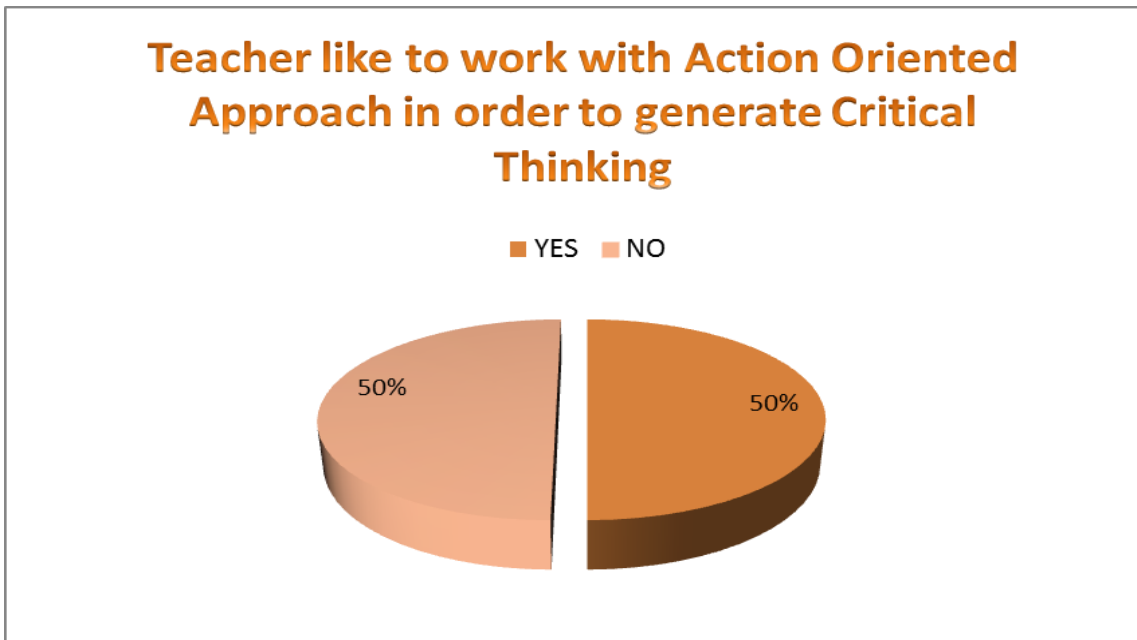
In the observation was noticed 15 students accomplish the tasks in better ways these students belong to the teacher who has been received training related to Action Oriented Approach and 10 of the students were are not working successfully because they do not work with the approach and her teacher does not know about it.

4.1.3 Objective N° 3

Identify strategies being used by teachers in class to promote critical thinking if any.

QUESTIONNAIRE	OBSERVATION	INTERVIEW																																										
<p>1-Do you like to work with Action Oriented Approach in order to generate Critical Thinking?</p> <p>2-What are the skills that you are working more in order to develop different strategies in the class?</p>	<p>1-During the class, teachers are using the skills to work with strategies?</p>	<p>1-Are you using strategies to promote Critical Thinking in the class?</p> <p>2-When you are working, would you like to work with your classmates?</p> <p>3-Do you like the strategies that the teacher puts into practice during the lessons?</p> <p>4-Do you like to express your own point of view based in real arguments?</p> <p>5-Can you mention some strategies that you put into practice during the lessons?</p>																																										
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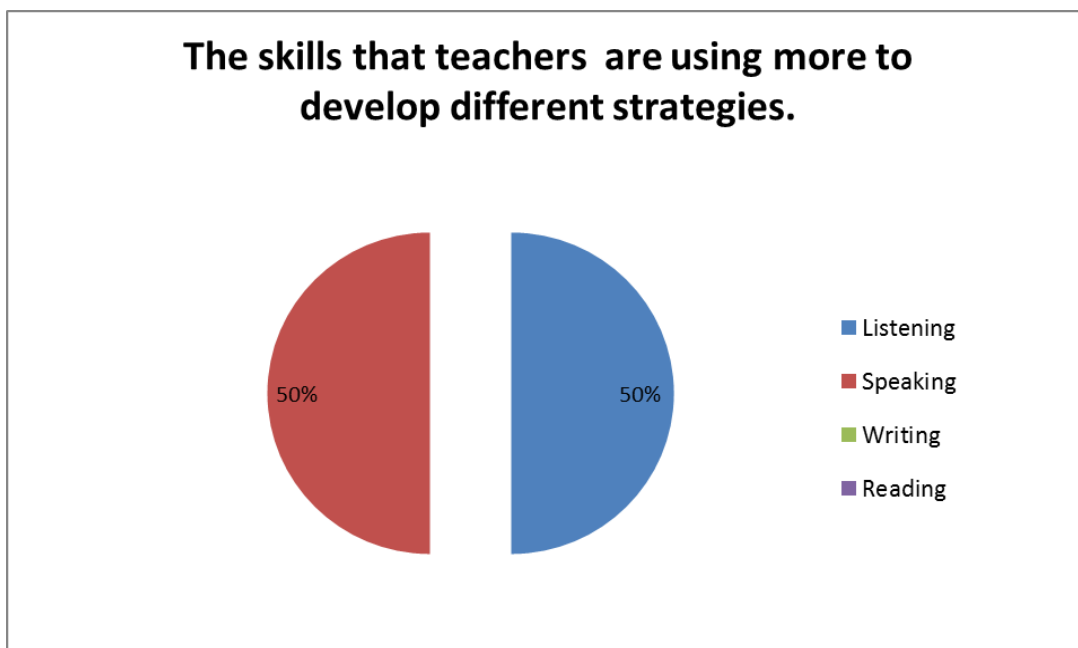
Graphic N° 7
Variable N°1 Strategies



Graphic N°6.Source: Scale applied to by the researcher to the teachers and stidents Variable N°1. Blanco Quirós ,Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and the observation of them, based on the objective N°3. The observation and interview applied to educators, 50% of the total score shows that the teacher does not know what is Action Oriented Approach. She had never been in a training related to this for that reason she did not give an opinion related to this question, and 50% said that the teacher likes and enjoys to work with this program during the learning process. She manifests that this program promotes critical thinking in the students also give them the opportunity to be the main protagonist in the process, and the teachers are the supervisor and guide.

Graphic N° 8
Variable N°1 Strategies

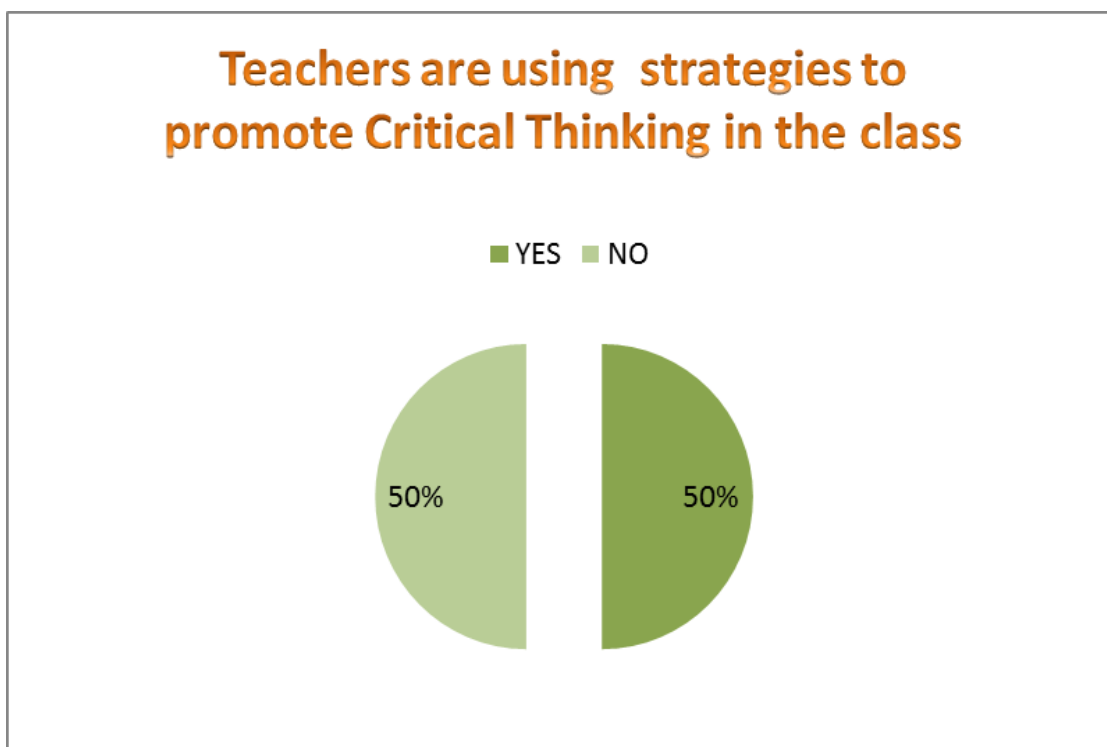


Graphic N°7. Source: Scale applied to by the researcher to the teachers. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers given by teachers based on the objective N°3. The 50% of the total score shows that teacher works more with listening skill, and 50% said another teacher works more with speaking skill in order to work with the strategies, even though they manifest to work with the four skills during their lessons.

During the observation was noticed that is necessary to implement all the skills with adequate strategies that should promote critical thinking in the students.

Graphic N° 9
Variable N°1 Strategies



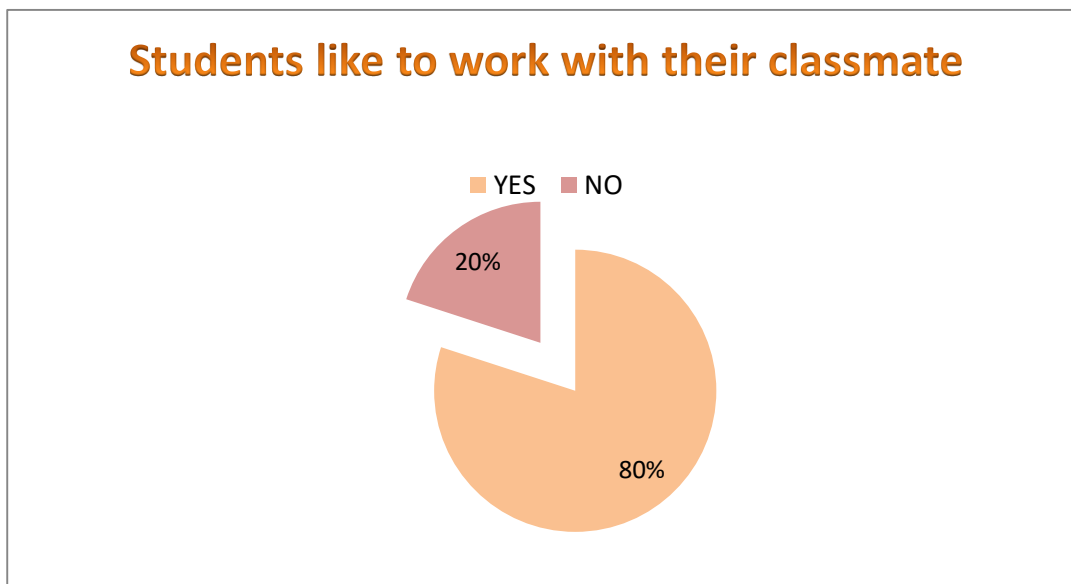
Graphic N°8. Source: Scale applied to by the researcher to the teachers. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers given by the teachers and the observation of them, based on the objective N°9. The observation, questionnaire and interview applied to educators, 50% of total score shows that the teacher is using some strategies during the lessons. She does not promote critical thinking because she does not work with it. Even though during the observation was noticed that many of the strategies promoted critical thinking. However, she does not know because many of the students could carry out some activities in which they had to give their

opinions or made decisions based on real arguments, facts in which they needed to judge, analyze, understand the factors in order to offer results and so on.

On the other hand, 50% of the score shows that teacher is using many strategies in order to promote critical thinking. During the observation was noticed that she put in to practice a lot of activities. These activities involved critical thinking like match the correct word according to each picture and sound, cut of each picture and paste in the correct place and so on. Also, the observation showed that the students were having a good time. The same situation happened in the students' interview when they manifested enjoy the class and have fun with the strategies that the teacher was using; all these things are coincide with the teacher's answers during the interview and questionnaire.

Graphic N° 10
Variable N°1 Strategies

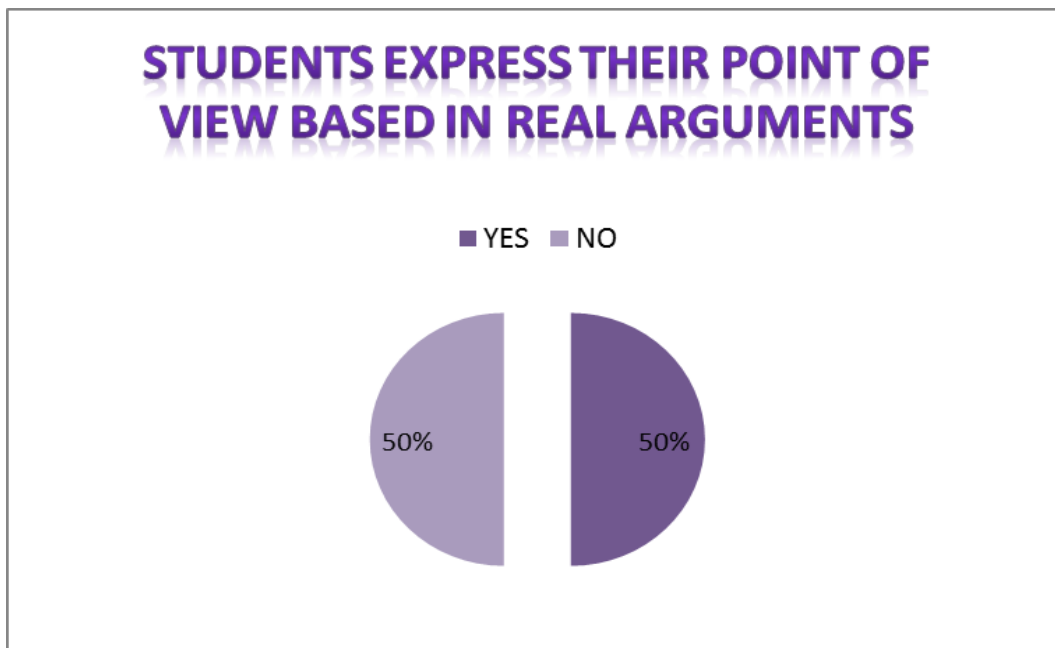


Graphic N°9 Source: Scale applied to by the researcher to the teachers. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by students and the observation of them, based on the objective N°10. The 80% of the total score shows that the students like to work with their classmates in groups in order to share the ideas, find solutions also to analyze information objectively. They make a reasoned judgment when they evaluated sources given by the teacher. At the end of the activities, they could give reasonable conclusions from a set of information and discriminate between useful and less useful details to solve a problem or make a decision.

On the other hand, 20% of the students preferred to work alone because they said they do not like to work with their classmate and share the class materials or disagree in some points of view.

Graphic N° 11
Variable N°1 Strategies

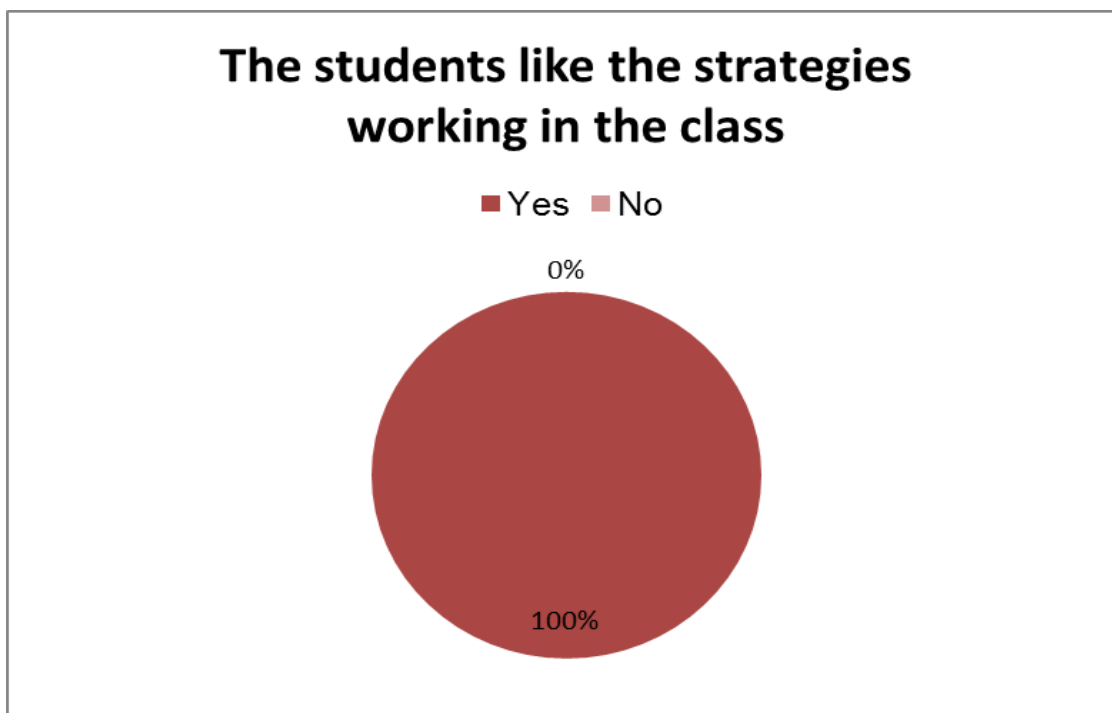


Graphic N°10. Scale applied to by the researcher to the teachers. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers given by teachers and the observation of them, based on the objective N°11. 50% of the total score shows that the students can express their point of view using their critical thinking, and come up with the best solutions. The observations show that 50% of the students are using critical thinking keywords (analytical, problem solving, creativity, etc.) to carry out the activities during the lessons.

On the other hand, 50% shows that some students preferred to agree with the rest of the class because the teachers said that the most of the time they agree with their classmates for many reasons they do not have the answers or they do not want to argue with their classmates.

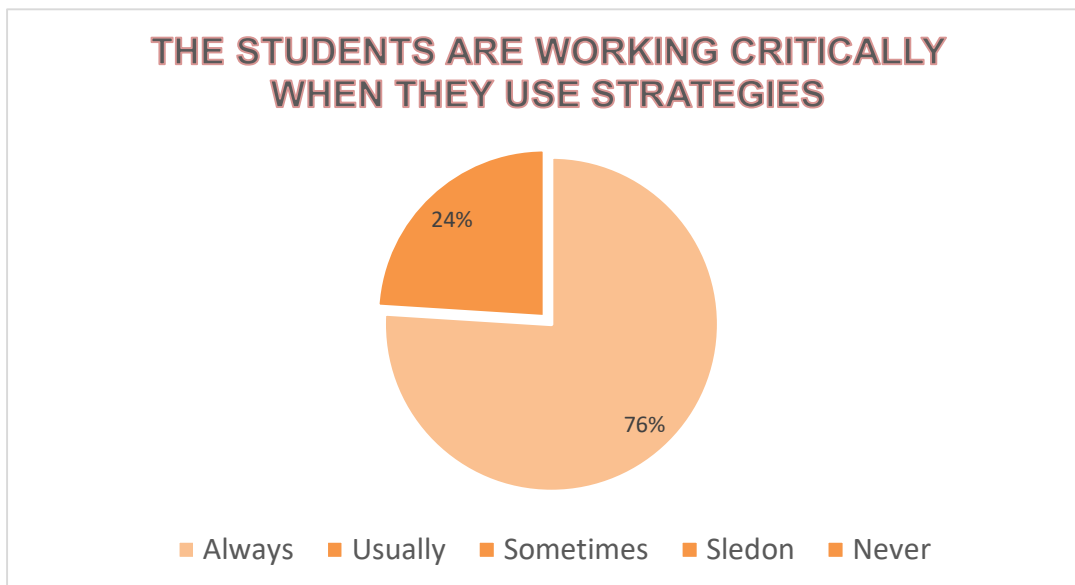
Graphic N° 12
Variable N°1 Strategies



Graphic N°11. Source: Scale applied to by the researcher to students. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers given by 25 students and the observation, base on the objective N°3, variable N°1. 100% of total score shows that students like the strategies that the teacher put into practice in class. They said they love the strategies in order to work with the activities. While the observation was noticed that teachers are so creative, they put into practice many strategies that are attractive for the students, but they need to use more them to increase critical thinking in every single lesson.

Graphic N° 13
Variable N°2 Critical Thinking



Graphic N°13. Source: Scale applied to by the researcher to students. Variable N°2. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers were gave by 25 students. Based on the objective N°3. Variable N°2. 76% of the total score shows that students can work critically, enjoy working with their classmates. Also, 25% of them can not do it because they do than others do, and they do not give their opinion. Always they agree with the teacher due to many factors that are mentioned below: they do not have tools to develop the skills that are used to promote critical thinking. Teacher do not know how to teach them to the students because they have not received training related to Action Oriented Approach program that involves critical thinking abilities.

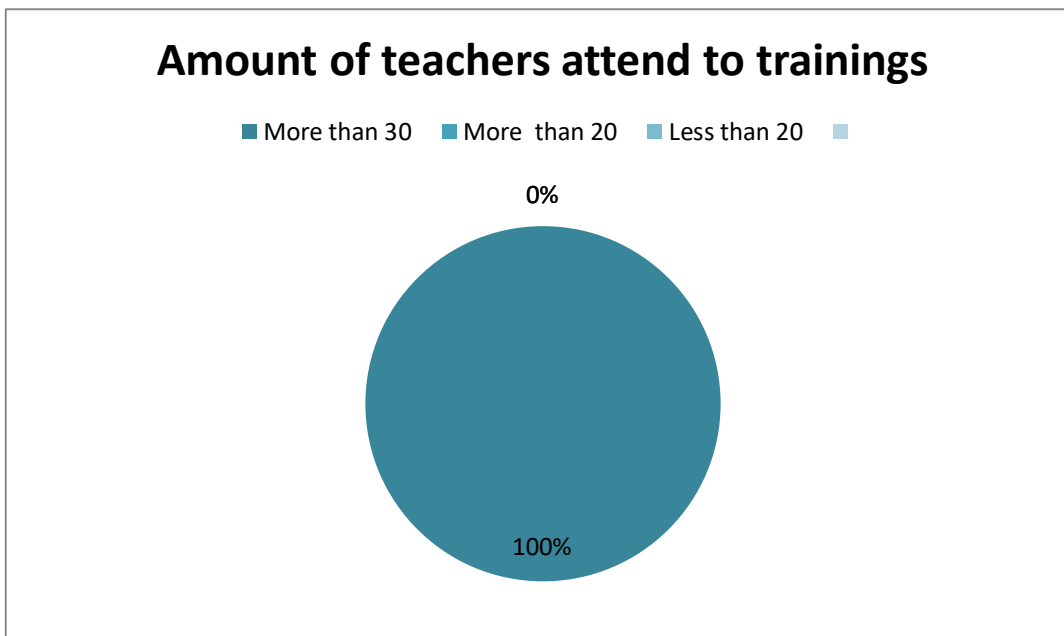
4.1.3 Objective N° 4

Determine the type and periodicity of training provided by the MEP to teachers of English.

QUESTIONNAIRE	INTERVIEW
<p>1-How often and for how long are the training?</p> <p>2- Who is the person in charge?</p> <p>3-What are the objectives of the training?</p> <p>4-How many teachers attend the training?</p> <p>5-Do you consider that after the training teachers are qualified to develop the topics?</p> <p>6-Are the principals giving teachers permission to attend to the training?</p>	<p>1-How much training do you receive during the year?</p> <p>2- Who is the coordinator of the training?</p> <p>3-Do you know the purpose of the training?</p> <p>4-Are in training a lot of people? How many?</p> <p>4- According to the training, are you qualified in order to develop the topic?</p> <p>6-Does your principal gives you permission to attend to the training?</p>
<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> No Yes </p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> No Yes </p>

Graphic N° 14

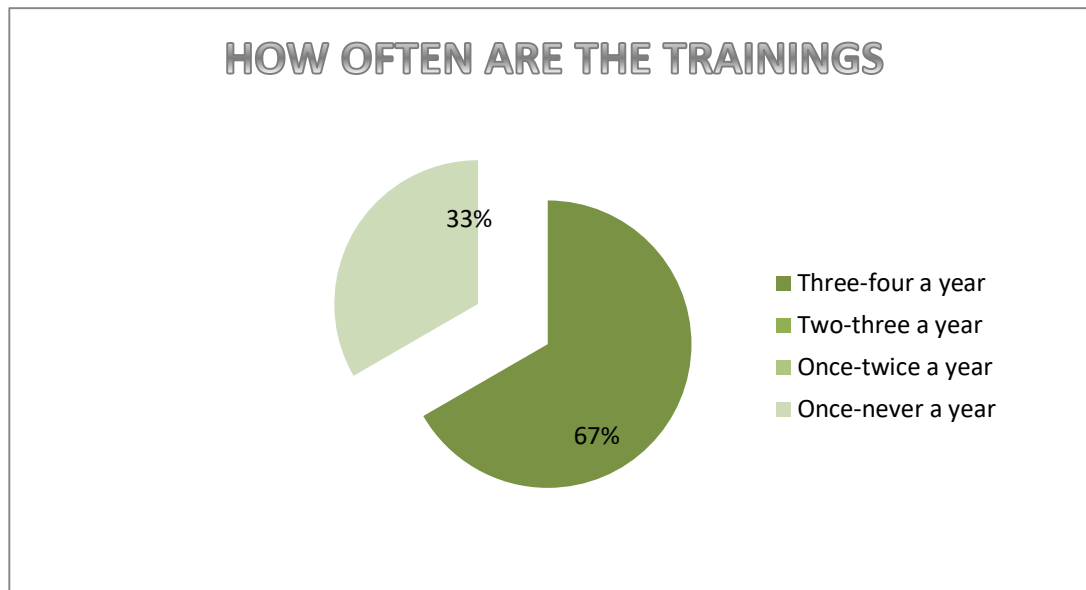
Variable N°1 Training



Graphic N°12. Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and Supervisor of English San José North. Based on the objective N°4. Variable N°1. 100% of total score shows that more than 30 teachers attend to (MEP) Ministry of Public Education's training. According to the supervisor the training usually covers all populations and modalities, so there is training for pre-k, primary, secondary, night school, and Bilingual School. Per year, you can say more than a hundred teachers.

Graphic N° 15
Variable N°1 Training

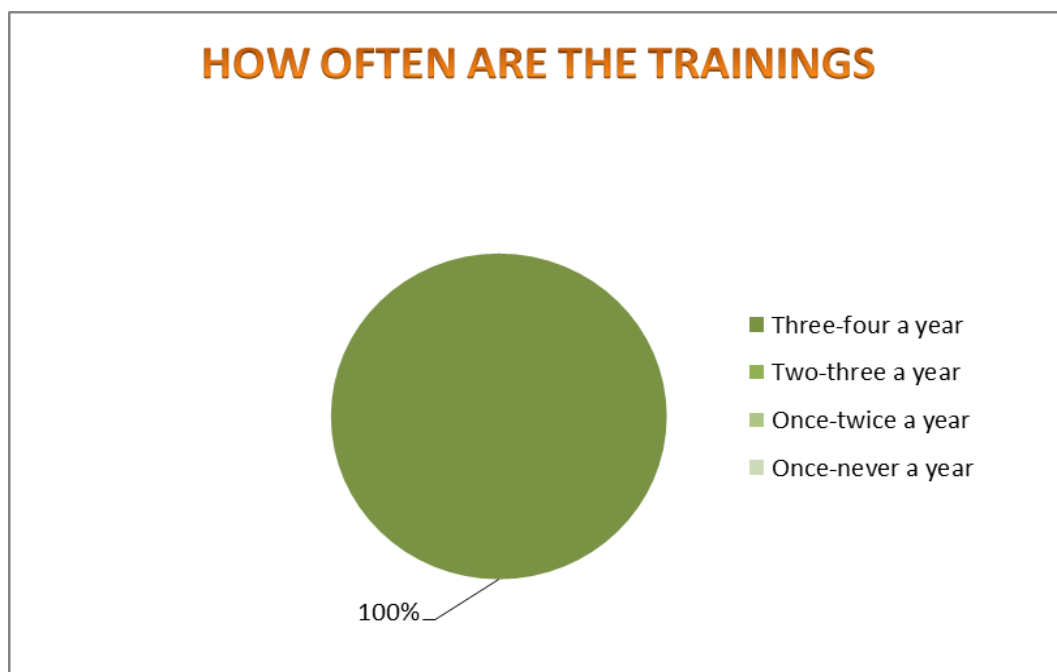


Graphic N°13 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers based on the objective N°4. Variable N°1. 67% of total score shows that teachers have training sessions three or four a year, but 33% said that teachers have training once or never a year, in the case of 33% is due many factors that teacher expressed, the teacher said she was not invited to this kind of training. Also, the teacher said that the training is not for all teachers, in her case almost never she has been inviting to training, she expresses the discomfort because she thinks that all teachers have to be part of the training she finds out through her partner.

On the other hand, the supervisor said that he tries to invited to the training many professors as possible he can, he express that most of the time he chooses teachers according to their needs. Also, the supervisor said that teachers have been inviting not only to MEP training teachers have been inviting to Centro Cultural Norteamericano training.

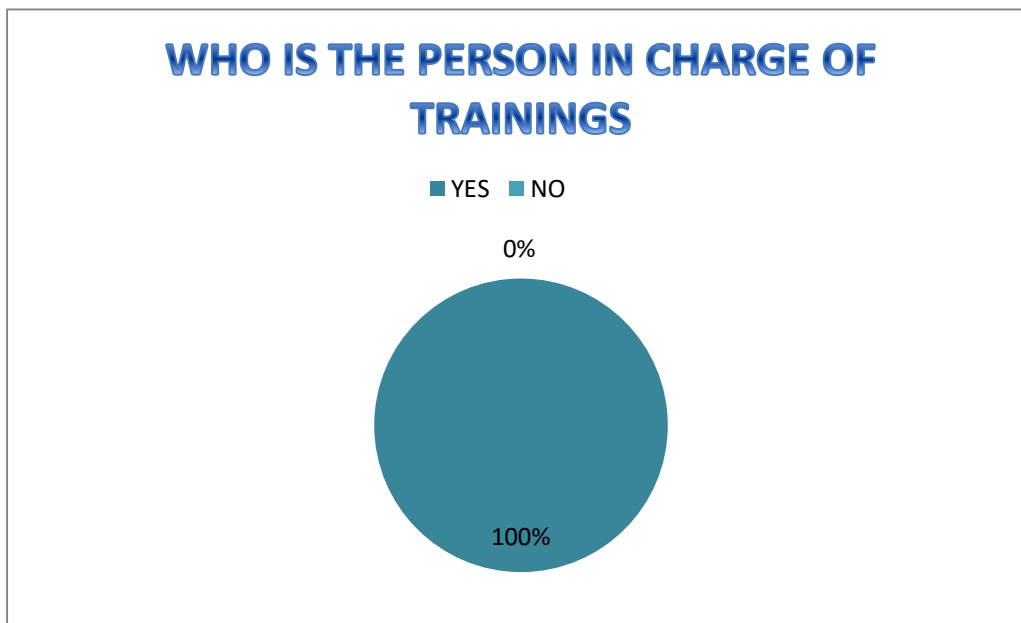
Graphic N° 16
Variable N°1 Training



Graphic N°14 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N° 1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by Supervisor of English San José North base on the objective N°4. Variable N°1. 100% of total score shows that training is three-four a year, they depend on teachers needs it includes Centro Cultural Costarricense Norteamericano's training that every month it has been training teachers in all areas.

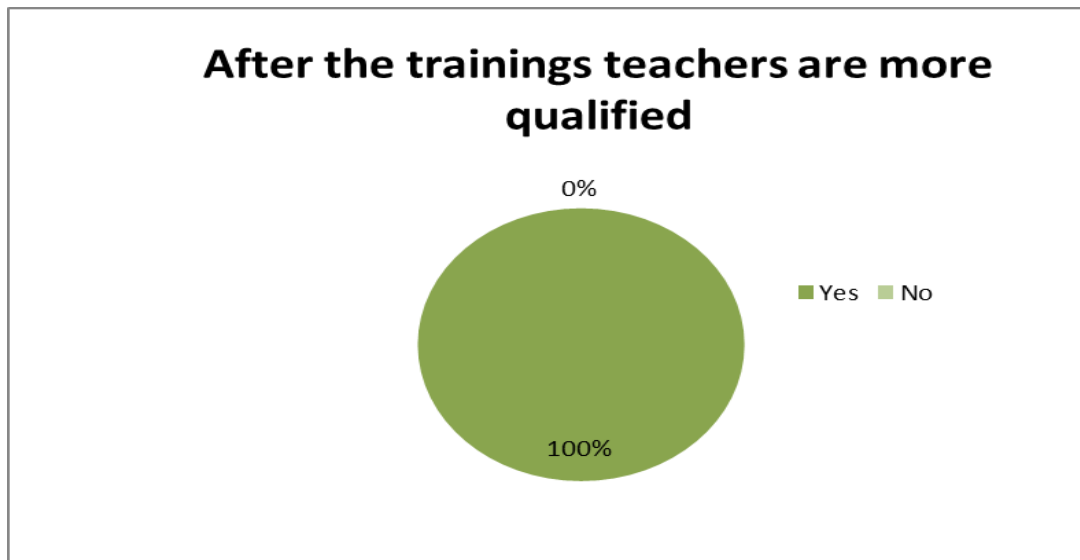
Graphic N° 17
Variable N°1 Training



Graphic N°15 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N° 1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and Supervisor of English San José North. Base on the objective N°4. Variable N° 1. 100% of total score shows teachers know who is the person in charge of training, it was the same answers gave by the supervisor (most of the time, I am the one in charge. Again, it depends on who organizes the training. If it is organized by another department, another person is in charge).

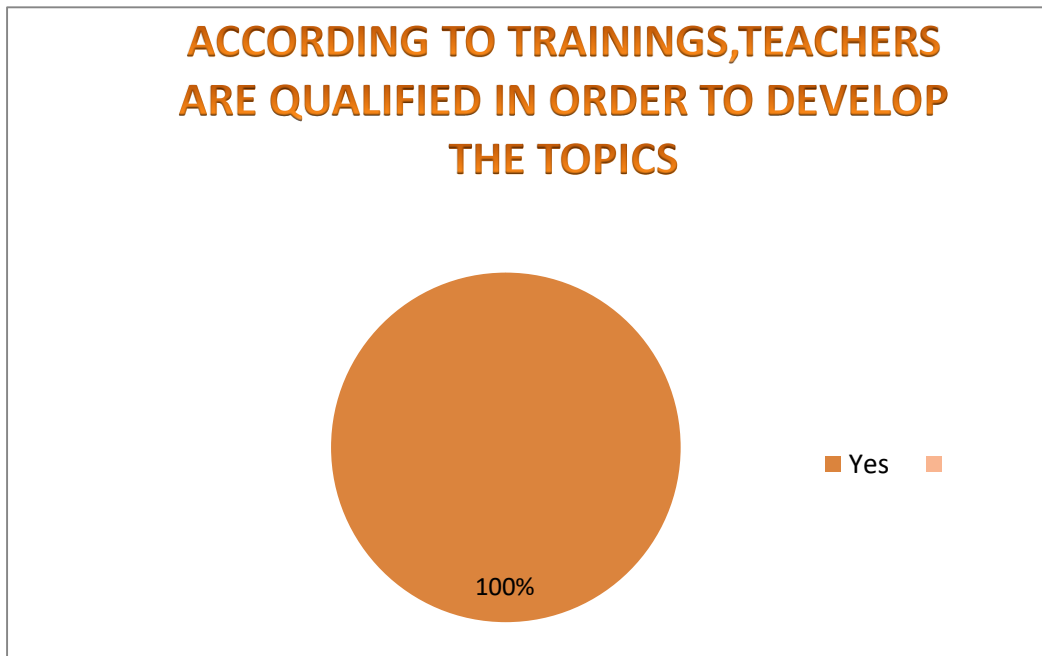
Graphic N° 18
Variable N°1 Training



Graphic N°16 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N° 1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by Supervisor of English San José Norte. Base on the objective N°4. Variable N° 1. 100% the total score shows that teachers after the training are prepared or qualified to cover the topics working in each one. However, according to the supervisor (working with teachers has been a learning process. This means that I started working with them in some ways, and after some years I have changed my ways. Right now, I am trying to work with smaller groups, so that I can give more personalized attention to teachers. I am also trying to have some kind of evaluation about what we do to know how much teachers have learned. I have also changed the dynamics of the training mixing theory and practice to have a stronger impact. I would say that in this way teachers can leave feeling a little better than before the training, but at the same time, improvement will come after a lot of practice and practice reflection. In the end, it is also a personal journey).

Graphic N° 19
Variable N°1 Training

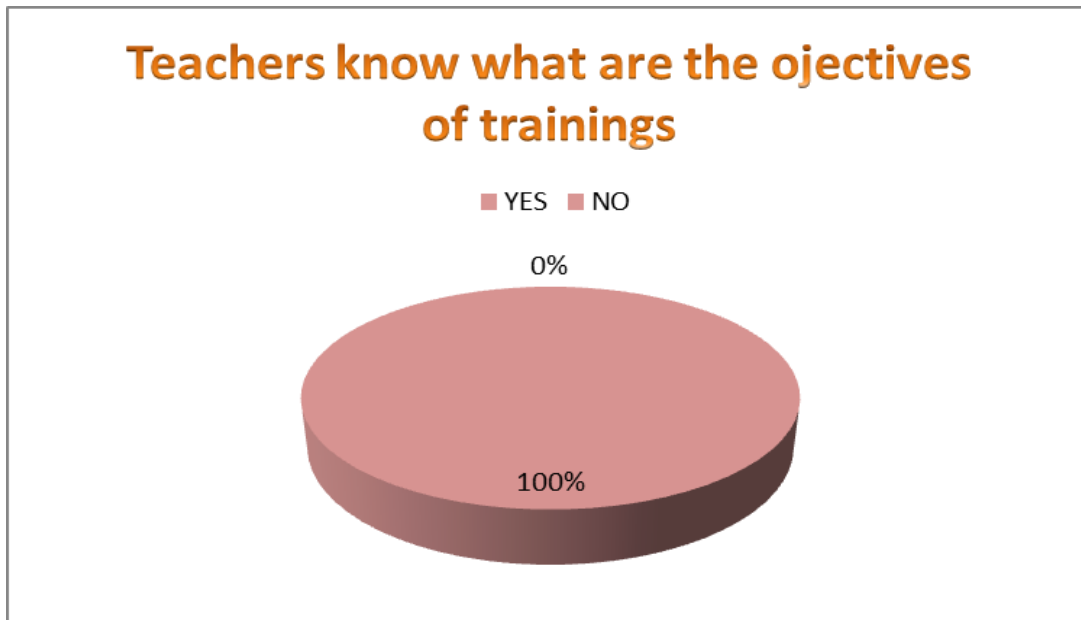


Graphic N°17 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N° 1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers based on the objective N°4. Variable N°1. 100% of the total score shows that teachers after the training are prepared or qualified to cover the topics working in each training.

Teachers manifest that after training they are more prepared to develop the topics in the class, besides they consider training as a good tool to help not only professors also students.

Graphic N° 20
Variable N°1 Training

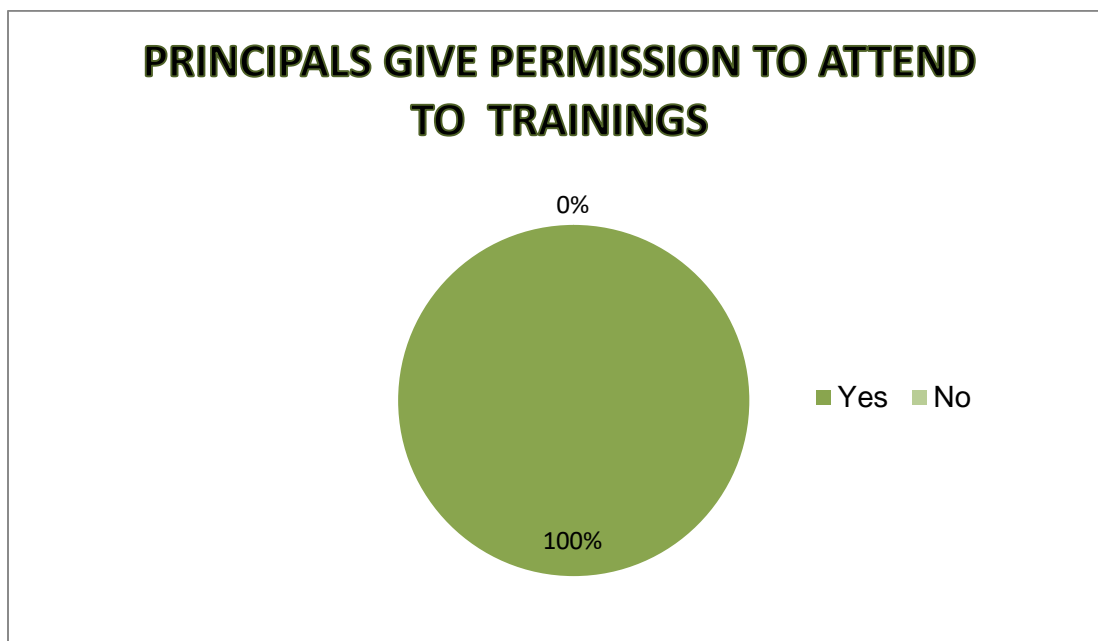


Graphic N°18 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and Supervisor of English San José Norte. Base on the objective N°4. Variable N°1. 100% of total score shows that teacher know the objective of each training because the supervisor informs them (Let's say that the training responds to the needs expressed by teachers or Government policies).

The supervisor and teachers agree with the objectives. They are precise and clear according to each topic.

Graphic N° 21
Variable N°1 Training

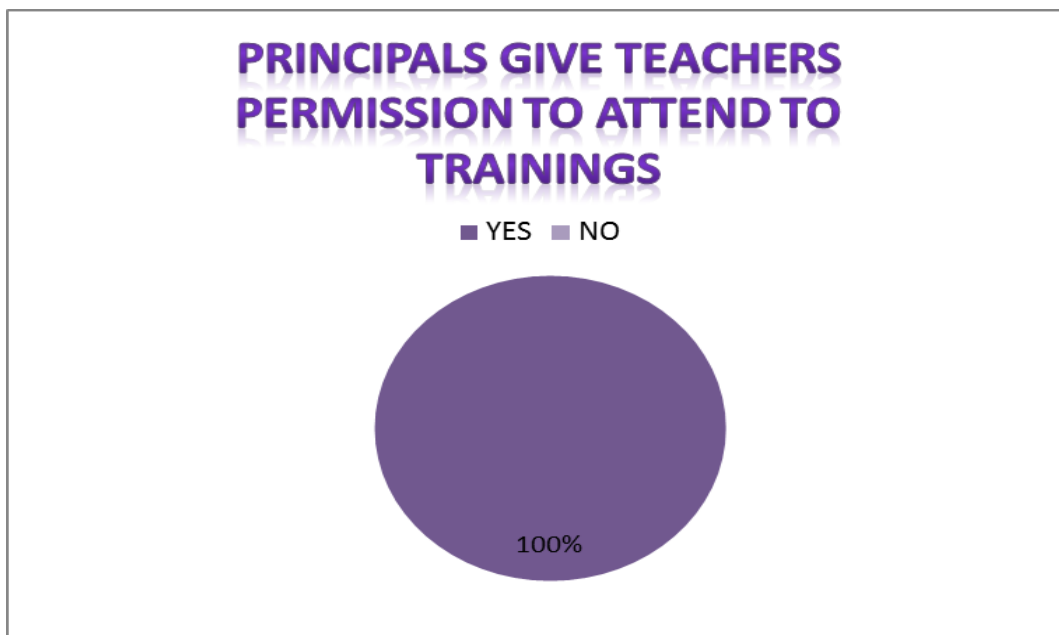


Graphic N°19 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers . Based on the objective N°4, Variable N°1. 100% the of total score shows most of the time principals give permission to teachers in order to attend training, because it is a convocation.

In San Blas School teachers do not have problems with permissions because the principal agrees all the time also training is mandatory.

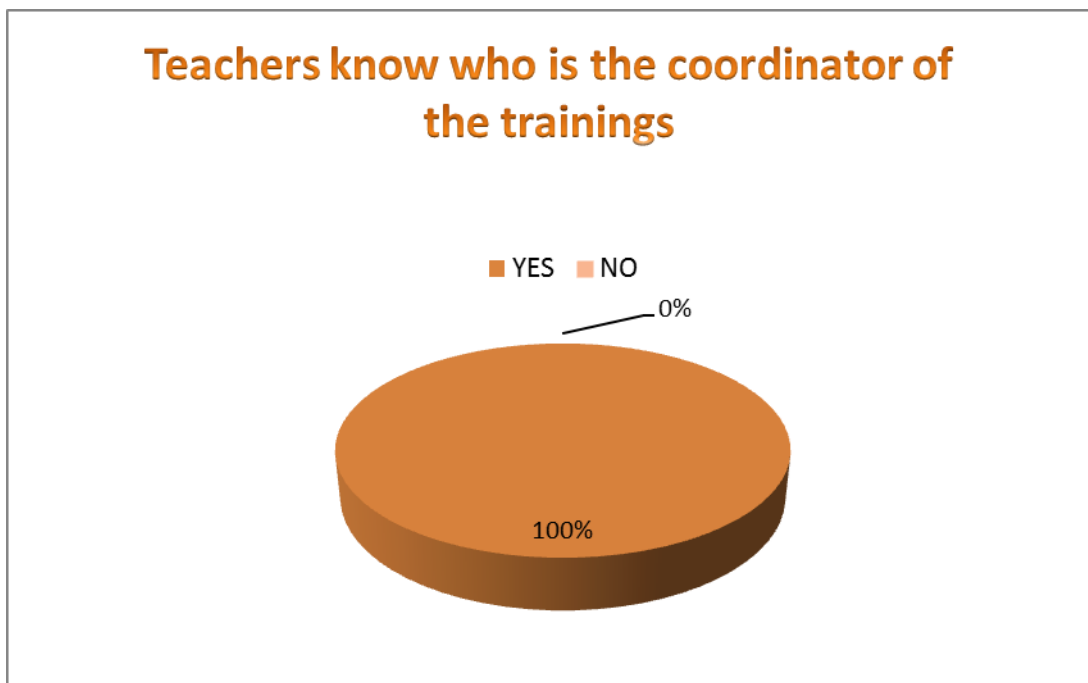
Graphic N° 22
Variable N°1 Training



Graphic N°20 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by Supervisor of English San José Norte. Base on the objective N°4. Variable N° 1. 100% of the total score shows most of the time principals give permission to teachers in order to attend the training, because it is a convocation. According to the supervisor most of the time, they are. Often times, teachers skip the activity when convocations are in the same week of the evaluation week in their schools or if they have a special activity at school.

Graphic N° 23
Variable N°1 Training



Graphic N°21 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and Supervisor of English San José Norte. Base on the objective N°4. Variable N°1. 100% of the total score shows that teachers know who the training coordinator is because the supervisor mentioned in the invitation, it was the same answer gave by the supervisor.

Graphic N° 24
Variable N°1 Training

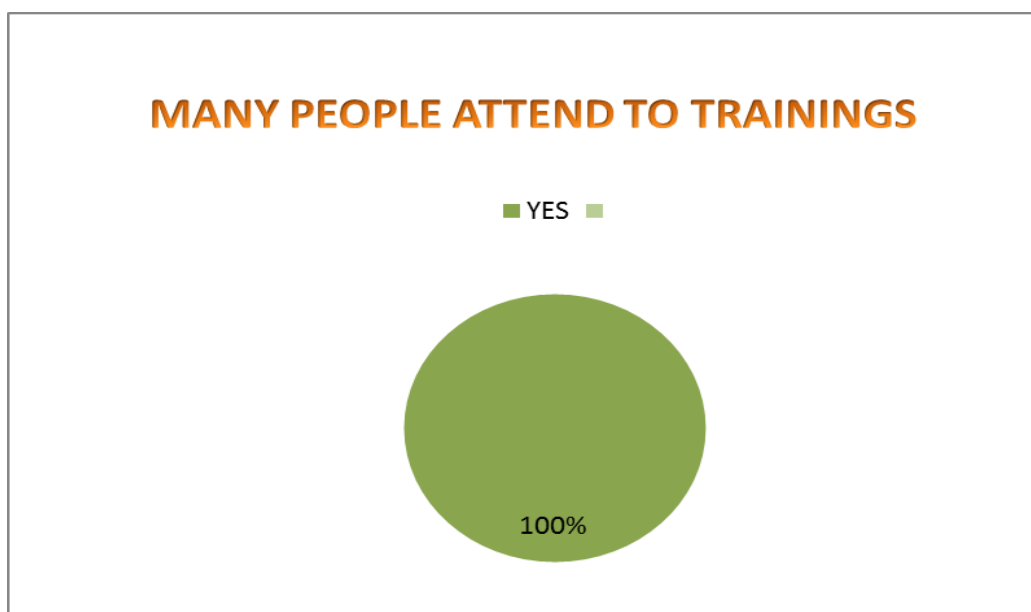


Graphic N°22 Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and Supervisor of English San José Norte. Based on the objective N°4. Variable N°1. 100% of the total score shows that teachers know the purpose of training.

According to the Advisor, it is important that teachers know what the purpose of each training is. Teachers are informed before each one.

Graphic N° 25
Variable N°1 Training



Graphic N° 25. Source: Scale applied to by the researcher to the teachers and supervisor. Variable N°1. Blanco Quirós, Floribeth. Universidad Hispanoamericana III term 2018.

The previous graphic shows the answers gave by teachers and Supervisor of English San José Norte. Based on the objective N°4. Variable N°1. 100% of the total score shows that many people attended training. Even though the teacher who has the problem with training said she almost never attends to training because the supervisor almost never invited her, but the supervisor said that he tries to invite her, but he does not know the reason that she does not attend.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The aim of this investigation has been for teachers to properly use strategies by using Action Oriented Approach in order to develop critical thinking in the students.

In this part of the research are the conclusions based on the analysis of the results according to the questionnaires, observations and interviews applied to teachers, students and the English advisor of San José Norte, taking into account the variables of this research of first grades of San Blas de Moravia School.

Based on gathered information from teachers, students, and the adviser, there will be a conclusion followed by a recommendation that will match with the objectives established previously in this research.

5.1.2 First Variables: Social constructivism and Critical Social theories

Regarding these theories as conclusions not all teachers know about them, ones of the teacher said that she did not know about them, that means the teacher does not and another said that she is working with them.

The teacher who does not work with the strategies that promoted critical thinking, her students have been presenting difficulties to solve problems in real context, work with their classmates, analyze situations, also express their point of view based on valid arguments.

On the other hand, the teacher who works with the strategies promotes critical thinking in her students is capable to manage different situations in which they emerge.

5.1.3 Second Variable: Action Oriented Approach

According to the information provided, one of the teacher work with Action oriented Approach, also she consider that it is important for the students to generate critical thinking.

On the other hand, one of the teachers does not work with action oriented Approach; she manifests that she does not know anything about it. Some students do not have the autonomy to express their own points of view a real context in order to accomplish the tasks.

5.1.4 Thrid Variable: Strategies

Based on this variable, teachers are working with different skills to develop an amount of strategies, the most useful is listening and speaking.

The students enjoy the strategies that their teacher work in the class; they said that the activities are fun, they draw on work, cut and paste pictures, color, play puzzle, listening to songs, fairy tales among others. Most of the students like to work with their classmate; they consider the strategies interesting.

5.1.5 Fourth Variable: Critical Thinking

The majority of the students 76% work critically when they use strategies and 25% of them cannot do it, because they do than others do, and they do not give their opinion, always they agree with the teacher, they do not give their opinion because they are afraid of teacher or classmates.

In the observation, most of the students can decide about what is the best ways to carry out them by using different strategies that they consider are fun.

5.1.6 Fifth Variable: Training

Training is an important part of the learning process, according to Supervisor of English San José Norte and teachers more than 30 teachers attend to (MEP) Ministry of Public Education training.

In the information collected the supervisor said that training is a lot of time during the years, but a teacher said the training is once or never a year, because she was not invited to take part of this, but the other teacher said that she was attended to them a lot of time during the year. As a conclusion, according to the information provided for teacher and supervisor, the invitation for training is not for all English teachers, that means a big problem due to some of them have more training,

meantime than others are in disadvantage because they need to know about MEP new curriculum and new programs.

Training is important parts of the learning process, also gives teachers the necessary tools that are meaningful to obtain good results in which students should solve situations by using critical thinking. All participants in this investigation agree with after training teachers are more qualified to develop the topics in the class.

According to the supervisor, work with teachers is a learning process. He started to work with them in some ways, after some years he has changed his ways. Right now, he is trying to work with smaller groups because he considers more personalized attention to teachers. He also trying to have some kind of evaluation about what they do in order to know how much teachers have been learning, at the same time he has changed the dynamics of the training mixing theory and practice to have a stronger impact. He said that in this way teachers could leave feeling a little better than before the training, but at the same time, improvement will come after a lot of practice and practice reflection. In the end, it is also a personal journey.

Based on this information, training sessions are effective tools, but they should be applied to all English teachers, not only some of them. For future training is important to take into account some aspects like these: (good communication between advisor and teachers and interest for teachers in order to attended the training).

5.2 RECOMMENDATIONS

The following recommendations are for teachers and the advisor:

1. Teachers need to know more about Social Constructivism and Critical Theory, also put them into practice during the lessons in order to work with Action Oriented Approach to generate critical thinking.
2. It is necessary to work with Action Oriented Approach as a Communicative Approach base on tasks that need to carry out by students and teachers to promote critical thinking.
3. English professors should develop adequate strategies by using all skills (listening, writing, speaking, and reading) in their activities with the purpose to generate critical thinking.
4. No all teachers received training about working with Action Oriented Approach,.
5. For the Advisor is necessary to include all teacher in training, even though he said that it occurs. The communication could be broken down during the process, is important to be sure that all the professors receive the information.
6. To know the adequate theories that promote communicative approach based on tasks (Action Oriented Approach) which the students should conceptualize, apply, analyze, synthesize, and evaluate information gathered from observation, experience, reflection, reasoning, or communicate in order to carry out specific situations take into account critical thinking.

7.To train teachers on MEP new program (Action Oriented Approach) in order to generate critical thinking should be successfully, and also it is necessary to adopt forms of think that implement critical thinking, it would be helpful for teachers and students by using adequate theories and strategies to foment critical thinking ideology.

Finally, here are some strategies on pages 49 and 50 and in annexes some activities that teachers should put into practice in order to work with critical thinking with their students. They make suggestions to offer opportunities for critical thinking to be developed.

Professors also, can access to **The Critical Thinking workbook. Games and Activities for Developing Critical Thinking Skills and Critical Thinking Teacher's Companion**. They have almost everything you need and more for developing and assessing critical thinking skills in your students. Expanded with cooler tools, more games, and lots of brain-boosting challenges, they are critical compendium for any modern teacher.

They are some topics inside teacher's guide:

- Even more challenging games and activities.
- Six exciting project-based learning scenarios.
- A rubric for assessing critical thinking skills.
- Resources for understanding and instruction.
- Exercises about differentiating between fact and opinion.

- Business to help you think fast and get your point across. It's all about choosing and using words carefully and persuasively to achieve your goals in any conversation.
- Look at the objects and words on the page for 1 minute.
- To help the students think laterally and discover new ways of looking at the world. Amount others.

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ANNEXES

ANNEX N°1**English Department****Career: Licentiate in Teaching English****Questions for teachers from San Blas school.**

Instructions: Please, read carefully each question and write or choose the option that best completes them.

Objective N° 1: To analyze Social constructivism and Critical Social theories in order to understand Action Oriented Approach.

1. Do you know what Constructivism and Critical Social theories are?

No	Yes

2. Does the teacher work with Social Constructivism and Social Critical theories when she is working Action Oriented Approach?

No	Yes

3. What theories have you used into the class in order to work with Action Oriented Approach to generate Critical Thinking in the students?

ANNEX N°2**English Department****Career: Licentiate in Teaching English****Questions for teachers from San Blas school.**

Instructions: Please, respond carefully each question according to your personal opinion.

Objective N° 2: To know how Action Oriented Approach influences in the students.

Questionnaire:

1. Do you consider that working with Action Oriented Approach is benefic for the students? Why?

No	Yes

Observation:

1. Is the teacher using Action Oriented Approach as a part of her lessons?

No	Yes

2. When the students work with Action Oriented Approach they have the autonomy to express their own points of view in real context to accomplish the tasks?

1	2	3	4	5
Never	Seldom	Sometimes	Usually	Always

Interview:

1. Are you working with Action Oriented Approach?

No	Yes

ANNEX N°3**English Department****Career: Licentiate in Teaching English****Questions for teachers and students from San Blas school.**

Instructions: Please, respond carefully each question according to your personal opinion.

Objective N° 3: To determine strategies used by the teachers to promote Critical Thinking.

Questionnaire:

1. Do you like to work with Action Oriented Approach in order to generate Critical Thinking?

No	Yes

2. What are the skills that you working more in order to develop different strategies in the class?

Listening	Writing	Speaking	Reading

Observation:

1. During the class, teacher are using the skills to work with strategies?

No	Yes

Interview:

1. Are you using strategies to promote Critical Thinking in the class?

No	Yes

2. When you are carrying out the tasks, would you like to work with your classmates? Why?

No	Yes

3. Do you like the strategies that the teacher puts into practice during the lessons? Why?

No	Yes

4. Do you like to express your own point of view based in real arguments?

No	Yes

5. Can you mention some strategies that you put into practice during the lessons?

ANNEX N°4**English Department****Career: Licentiate in Teaching English****Questions for English Advisor of San José Norte and teachers.**

Instructions: Please, respond carefully each question according to your personal opinion.

Objective N°4: To determine if the MEP Ministry of Public Education offers training to its English teacher.

Questionnaire:

1. How often and for how long are the training?
2. Who is the person in charge?
3. What are the objectives of the training?
4. How many teachers attend the training?
5. Do you consider that after the training teachers are qualified to develop the topics?

No	Yes

6. Are the principals giving teachers permission to attend to the training?

No	Yes

Interview:

1. How many training do you receive during the year?

2. Do you know who is the coordinator of the training?

No	Yes

3. Do you know the purpose of the training?

No	Yes

4. Are in the training a lot of people? How many?

5. According to the training, are you qualified in order to develop the topic?

No	Yes

6. Does your principal give you permission to attend to the training?

No	Yes

ANNEX N°5



English Department

Career: Licentiate in Teaching English

This is an example of a plan for first grade using Action Oriented Approach: All about me(unit 1).

Term: 1	Level: First	Unit: 1	Week: 1
Domain: Socio-Interpersonal	Scenario: All about me	Theme: Saying Hello! Saying Good-bye!	
Enduring Understanding: Our names, the way we look, and the way we feel make us special.			
Essential Question: What makes us special?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Personal and Possessive pronouns – I, my</u> – I am Amanda. – My name is Juan. <u>Question/Answers with BE</u> – What is your name? My... – How are you? Fine. – How old are you? 6 Vocabulary <u>1. Saying Hello! Saying good bye!</u>	Function Greeting and saying good bye in proper contexts Discourse Markers And Hello <u>and</u> goodbye!	Psycho-social – Showing self-esteem, self-confidence Socio-cultural idioms/ phrases Greeting people (handshaking, kissing and some others depending on the community or context).	
Greetings – Hi! Hello! Good morning, Good afternoon, Good evening, How are you? Leave-takings – Good-bye, bye, see you, see you later. Phonemic Awareness /m/ /e/ (me, meet; end, egg)			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	– Teacher greets students and introduces Essential Question and goals for the day. Pre-teaching Warm up – Listening to a song, "Hello, Hello! Kids Song " Activation of Prior Knowledge – Teacher introduces greetings and leave-takings, vocabulary and sentence frames using a power point presentation/puppets. Modeling – Teacher uses flashcards to model pronunciation of greetings and leave-takings and students participate in choral repetition.	15 minutes

<p>L.4. Recognizes one or two forms of greetings farewells (Hello, Good-bye) expressions of politeness and personal feelings expressed slowly and clearly.</p>	<p>L.4. understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?).</p>	<p style="text-align: center;">Clarifying</p> <ul style="list-style-type: none"> - Teacher clarifies vocabulary and expressions by asking questions. <p style="text-align: center;"><u>Oral Comprehension (Listening)</u></p> <p>General recommendation for mediation from this advisory: Try as much as possible to present and provide learners with activities that include <u>Visual, Auditory and Kinesthetic</u> aspects.</p> <p style="text-align: center;">Pre-task: Identification of personal information</p> <ul style="list-style-type: none"> - Teacher introduces the goal for the lesson. - Students repeat words and sentence frames related to greetings and leave-takings after modeling by the teacher chorally and individually using visual aids (power point) or puppets. <p style="text-align: center;">Task rehearsal</p> <ul style="list-style-type: none"> - Learners act out greetings and leave-takings as they are heard. - Learners identify the greetings and leave-takings in pictures shown by the teacher. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> - Students identify greetings and leave-takings from pictures by pointing, drawing, circling, matching or using body language after a slow and clear oral conversation. - Riding the bus. Teacher tells 10 learners that they are riding on a bus. They are all standing in a row in front of the class. The teacher is a new passenger. He gets on the bus. He needs to get off the bus through the back door. The teacher will greet each learner, use an expression of politeness and say goodbye to each student in the row. Learners will reply orally or physically. Note: learners can collaborate to organize the physical space of the "so called" bus. 	<p style="text-align: center;">25 minutes</p>
<p>R.1. Participates in choral reading to identify greetings and leave-takings.</p>	<p>R.1. Participates in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. Can repeat key words after the teacher.</p>	<p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> - Students play the flyswatter game (Annex 1) to correct students' work. - The teacher provides feedback and/or repair. Whole group assesses their performance. <p style="text-align: center;">Goal: <u>Approaching Good Excellent</u></p> <p style="text-align: center;">-</p> <p style="text-align: center;">Participation in choral Reading</p> <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> - Teacher introduces the goal for the lesson. - Students listen to the song, "Hello" as they watch the video at https://www.youtube.com/watch?v=fVlcKp3bWH8. - Teacher can also create a short conversation using pictures of greetings and leave-takings for students to read. - Students read chorally the song's lyrics and/or a short conversation after the teacher as they are written and/or projected on the board. <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> - Students clap and chant the song and/or short conversation as it is read aloud by the teacher. - Students perform the actions expressed in the song/ short conversation related to greetings/ leave-takings and/or personal introductions as they are heard. <p style="text-align: center;">Task- completion</p> <ul style="list-style-type: none"> - Learners read chorally short phrases and key words related to greetings, leave takings and short personal introductions while listening to a song and/ or short conversation using body language and after observing visual stimuli. 	<p style="text-align: center;">35 minutes</p>

<p>R.PA2. Identify the initial phoneme of a spoken word.</p>	<p>R.PA2. identify sounds of letters /m/ /e/ of the alphabet in order with a concrete item or picture representing the sound.</p>	<p>Example: Hello!, I am Anna. What's your name. Hello! My name is Mark. Good- bye Good. Bye</p> <p style="text-align: center;">Task Assessment</p> <ul style="list-style-type: none"> - Teacher asks individuals to say key words of the chant as he/she stops the video or shows a picture. - Whole group assesses achievement of the goal. <p>Goal: <u>Approaching</u> <u>Good</u> <u>Excellent</u></p> <p style="text-align: center;"><u>Phonemic Awareness</u></p> <p style="text-align: center;">Pre-task: Identification of sounds</p> <ul style="list-style-type: none"> - Teacher introduces the goal for the lesson. - Teacher introduces sounds of nature to activate students' prior knowledge (drops of rain, the ocean, a river, a bird). - Teacher shows pictures that express meanings with the target sounds. - Teacher models the initial sound of three words beginning with /m/ and /e/ and shows the pictures. - Teacher exaggerates the sounds. - At this point, it is not recommended to print the words on the pictures. The goal is to make the students hear, notice and distinguish the initial sounds of the words when they are heard. - Teacher clarifies understanding by showing pictures of words with the two sounds to see if they recognize the difference between them. - As a complement, learners can listen to the videos "Letter M Phonics Song by Little Fox" and "Letter E Phonics Song" with sounds /m/ and /e/ with exaggerated gestures and pictures associated with the sounds. 	<p style="text-align: center;">40 minutes</p>
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<p>SI.2. Uses one or two forms of greetings and farewells (Hello, Good-bye).</p>	<p>SI.2. use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome and thank you).</p>	<p style="text-align: center;">Task rehearsal</p> <ul style="list-style-type: none"> - Learners hear, notice and repeat the sound /m/ and /e/ with words that contain the sound at the beginning of the word. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> - Learners sing and chant words and phrases that contain the target sound using pictures and/or the video "Phonics Letter M song" and "Phonics Letter E song". - Students match each of the sounds with correct pictures while listening to the teacher saying the sound and the word three times. <p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> - Learners identify the initial phoneme /m/ /e/ of familiar words by reacting with body language after aural stimuli. When students listen to words beginning with the sound /m/ they stand up and as they listen to a word beginning with sound /e/ they sit down. - Learners recognize the sound heard /m/ /e/ by playing "Hot potato game" (Annex 2). - Whole group assesses their performance. <p>Goal: <u>Approaching</u> <u>Good</u> <u>Excellent</u></p> <p style="text-align: center;"><u>Oral Production</u></p> <p style="text-align: center;">Pre-task: Interaction using greetings and leave-takings</p> <ul style="list-style-type: none"> - Teacher introduces the goal for the lesson. - Students repeat words and sentence frames related to greetings and leave-takings using pictures, puppets or a power-point presentation (see https://www.youtube.com/watch?v=qVIFEVLzP4o). - Students listen to the teacher while shows flashcards with greetings and leave-takings. 	<p style="text-align: center;">40 minutes</p>
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		<p style="text-align: center;">Task rehearsal</p> <ul style="list-style-type: none"> - Students use puppets to greet/say good-bye to each other. - Students sing the song, "Good morning" (https://www.youtube.com/watch?v=qVIFEVLzP4c) and greet their classmates. <p style="text-align: center;">Task-Completion</p> <ul style="list-style-type: none"> - Students role-play greetings and leave-takings using finger puppets or a toy. - Students use the appropriate greeting or leave taking with their partner as they see the picture of the greeting or leave-taking shown by the teacher or another classmate. - Groups of 4 students. Check out if there is a chance to create a small area for each group within the classroom. At a Party: Tell your students that they are invited to a party. Everybody at the party is your friend. Greet everybody, use two expressions of politeness and say goodbye to everybody. Some expressions: Hi How are you doing? Good and you? Good. Excuse me. Thank you. Bye bye... See you later... <p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> - Students role-play short conversations in pairs by using mini flashcards with greetings, leave-takings. - The teacher provides feedback or repair. Whole group assesses their performance. <p style="text-align: center;">Goal: <u>Approaching</u> <u>Good</u> <u>Excellent</u></p>	
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Modified by Randall Centeno Hernández
Regional English Advisor San José Norte

ANNEX N°6

Some activities that teachers can put into practice in the class to work with critical thinking.

1. Fly Swatter Game

Divide your class into 2 groups.

Choose 2 ss. and ask them to go to the back part of the classroom and turn back.

The display on the blackboard/floor vocabulary words and over 10 of them paste "flies"

made of cardboard paper with a piece of velcro on them.

Give both ss. a fly swatter with the other side of velcro on them.

The objective on the game is that you will say a word and ss. will turn back and run to "fly swat" the word that



has the bug over it. The ss. who "kills" the fly has to spell the word and then he will score a point for his team.

With the fly swatter and the velcro flies, you can invent many different games. Try it!!!

ANNEX N°7

2.Hot Potato Game

How to play the game of Hot Potato

Object of the Game: Don't get caught holding the hot potato when the music stops playing.

Need: Bean bag or ball for the hot potato, something to play music. Anything can be used for a hot potato - a doll, toy car or piece of fabric.

Set up the game: Sit children in a circle facing towards the center with one of them holding the "hot potato".



How to Play and Rules: Start the music and have the children start to pass the hot potato around the circle. When the music stops the person holding the hot potato is out. Continue the game until there is only one person left in the circle. They are the winner.

Variation of Hot Potato: For children's parties the "potato" can be any item - it make the game even better if an object from the party theme is used.

ANNEX N°8

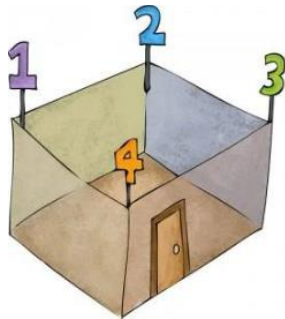
3. Four corners Game

What it is: Four corners is a classroom game (posted in honor of all my readers who are teachers!) that I remember playing in grade school as a reward for good behavior or at parties. It's simple, there's not really any skill involved, and it's fun. The best type of classroom game there is.

Best for: A classroom full of students! I would say you need about 10 people at a minimum, to however many can fit comfortably in your room.

What you need: Just players and a room with four corners! Ooh, actually, if you were in a hexagon-shaped room, you could play *six* corners...but that's beyond the point.

How to play: First, assign each corner of your room a number one through four, like this:



ANNEX N°10

TOTAL RECALL

Look at the objects and words on the page for 1 minute. Next, try to write down everything you remember seeing and reading on the page. If you're doing this one as a colour print-off, try recalling the specific colour of each word and shape too, if you can.



LUNCH



EAST



SUMMER



RIGHT



VACATION



RAINBOW



WINTER



SUNGLASSES

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ANNEX N°11

MEANINGS
IN MIND

Write one sentence to explain what each common image or symbol means to you. The idea here is to move away from conventional meanings and relate to the images personally.



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ANNEX N°12

YOU NAME IT

Answer each question for each list below. To make it more challenging, try answering as quickly as you can against another person.

Name 3 people that:

1. Talk more than you

2. Talk less than you

3. Work hard

4. You think are smart

5. Wear costumes

6. Are teachers

7. Travel a lot

8. Are always nice to you

Name 3 places that:

1. Have good food

2. You would like to visit

3. Have lots of mountains

4. Are always warm

5. You don't want to visit ever

6. Are not on Earth

7. Have a lot of technology

8. People haven't fought in wars

Name 3 things that:

1. Are square

2. Are orange

3. Smell good

4. Live in the water

5. Taste terrible

6. You enjoy doing

7. You don't enjoy doing

8. People read

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