

PRE-SERVICE ENGLISH TEACHERS' ACTIVITIES TO FOSTER CRITICAL
THINKING IN STUDENTS OF ELT CLASSES

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INTRODUCTION

Currently, speaking more than just the mother tongue seems to be a necessity that most of the people need to supply in order to accomplish different objectives in their lives. People should control at least two different languages to be updated, considering what society demands. Based on this, there is a fundamental stage that plays an essential role, it is the school where the majority of people have their first interaction with a foreign language and the manner it is taught.

The need of implementing new strategies for the acquisition of a second language in the educational field (Educative Institutions) becomes fundamental at the moment of promoting meaningful learning for the students, and, at the same time with those new strategies, foster new ways to make them acquire knowledge.

Unfortunately, it is the case in some institutions where still implementing some traditional methodologies instead of innovating, or making the teachers become versatile at the moment of teaching a language. It is our case, we as pre-service teachers have evidenced in our practicum process, how some activities and methods seem to be used as a comfort zone inside of most of the classrooms; teachers, several times just acquire a simple position facing the syllabus of English Subject at those schools. They are not implementing new alternative ways to teach, and are not fostering students to think critically.

The students do not have the possibility of developing their process of learning going through their autonomy, due to they do not feel confident and, do not take the

initiative to confront their fears against the learning process of English. “Pupils do not do well in answering the questions that demand more than the mere reproduction of knowledge” (Radulovic ,2017, p. 11). On this matter, students through their learning process are just repeating the same, without having a real production based on their own reflection. It is such as real problem, schools possibly do not accomplish their main goal through the teaching process, which is to help and provide the students with the bases to have a critical and reflective learning process. In this regard, it is the case of Radulovic (2017) who manifest that schools are still criticized for not teaching pupils how to think. Hence students are always waiting to be said what to do, they are not getting the abilities to have self-reflection and criteria, and basically, this is a cause why in the classrooms there are always dependent students.

Based on the previous, through our experience as student of EFL, we noticed that the traditional methods became systems that are good in the sense of transmitting knowledge. Nevertheless, they are over used inside the classroom, with that, the classes have become monotonous and do not have motivational development since students do not have the interest to participate on it, consequently, students are not expanding their reflective and thinking abilities.

It is relevant to mention that this study was developed in a Public Institution of tertiary Education in Rionegro-Antioquia with 22 students between 18 and 27 years old, where 20 women and 2 men were involved in the process of acquiring English as a second language. At the moment of starting the project and according to the teacher in charge of the group, the students presented a basic level of English and demonstrated the need of achieving good study habits which can prompt them to increase their knowledge by practicing it but thoughtfully. Considering several

participants aspects, this study was developed using Action Research process in order to identify, examine, improve and promote students' practices through critical thinking.

Bearing in mind that different contexts are flexible at the moment of teaching, we consider the Critical thinking as an option to go beyond of those traditional methods in such manner as to develop reflective and prudent learning in the students, going through their perceptions about daily phenomena in the real life, and at the same time attain expressive ways to put into effect with their knowledge. Thinking is one of the features that distinguishes humans from other living beings (Karakoç, 2016). Currently, critical thinking has been developed into a crucial matter in the process of teaching and learning a foreign language. The learning process and different abilities such as thinking critically are supposed to be connected most of the time. One of the aims of education should develop students' thinking skills as well as motor skills, which is a basic goal of contemporary approaches in education (Karakoç, 2016). On this wise, the school is supposed to be a place where students go to gain new knowledge and explore their creativity and abilities to face different situations that they probably have in real life.

To help the school to be the place it is supposed to be, most of the responsibility fall on the teachers that are in the institutions, but not only that, also in the institutions who are preparing future teachers, to what extend those teachers are arriving to schools innovating through their teaching practice.

La Universidad Católica de Oriente (2018) (from now and then UCO), defines the 'Pre-service' teacher as the one who performs the teaching role in order to achieve the objectives proposed by the University, arranging in different stages as observation,

exploration, characterization, teaching and projects. Allowing the students to put their knowledge into practice. In this perspective, pre-service teacher should apply in the classroom some strategies for collecting information with the intention of evaluating strategies that contribute to the pedagogical innovation in a specific context. Pre-service teacher means continuous and guided learning in teaching practice where the objective of facing a real educational context could help them to gain experience and self confidence in our future professional life,

Pre-service teacher education programs aim to prepare graduates to evolve into qualified teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Emilene J. Fear, 2010 & Bransford, Darling-Hammond, & LePage, 2005). So, the pre-service teachers are observed as teachers in vocational training that must have and comprehend some specific competences to complete educative programs.

The pre-service teachers must be focused on the manner on how critical thinking could impact the Student of the new era and take advantage of this, avoiding the seemly didactical methods the Traditional Methods, and go over in a critical and participatory language teaching, rather, from then on, they will be considered not only educational language teachers but also, they have to be interdisciplinary instructors, where they perform-as key agents of enhancing several skills that are prime importance in the learners' lives. Thus, the Pre-service teachers would expand their possibilities to analyze positions from different perspectives, having a more reflective understanding of them, and at the same time can aid students to understand about the possibilities they have to take their assumptions and not just accept others as own. In this manner, and as it was mentioned before, one of the the purposes of this study is to

present the critical thinking as a manner to reach the Students' attention and foster their reflective thoughts but in the learning process of English.

After the development of this study evidently some results arise from it, giving us as future teachers and researchers a better perspective about how critical thinking works through EFL classes in a real context. Different findings like students' feelings, lifelong learnings, teachers' perceptions, activities to foster critical thinking, and suggestions invite us to continuous working in our teaching process and how to improve it.

JUSTIFICATION

As this study aims to have an approach of fostering the critical thinking of some specific students from a tertiary education, through the implementation of creative activities, some significant contributions might arise from this project.

Firstly, we as students from primary and secondary school that were taught through traditional methods, realize that even in that moment those methods were at least enough to acquire knowledge, it is relevant to understand simultaneously that the generations change continuously and now as pre-service teachers we found that those traditional methods that promote teacher centered are still implemented in the schools.

This project focuses on uphold the prompt of calling the attention to the Ministry of Education, with the purpose of giving alternatives about different educative guidance, as for, that it is necessary to understand the continuous world's changing. And also, the educative field might be in the permanent evolution of the world and human necessities. in this order of ideas, teachers are asked to be updated

bearing in mind the possible changes, through this transformation teachers should build critical thinking, giving the opportunity to the students to be on the lookout of different global issues that can affect them in their daily lives.

There are many options to improve our education. And giving the students a better prominence in their learning process, is one of the most relevant options. To reach this, it is necessary to adjust our educational model through the participation of many sectors including the Ministerio de Educación. With this project we want to describe based on critical thinking activities, how it is possible to make big changes through little steps, in kind we want to implement an action research to propose critical thinking as a -possible- alternative to go beyond those traditional methods.

Considering, it is time to explore new options to teach students, and get connected with the process of learning a foreign language, using it not only as a set of grammar rules but also, as a bridge to foster the critical thinking in them. This study will contribute to the academic field (on the process of teaching and learning a foreign language), regarding some instructional materials, and activities since it adapted and implemented some different strategies that were developed in an ELT classroom. Bringing to the educational field a reflection about the teaching practice, being involved in the language, to get the teaching process out of the comfort zone, and, to start applying new meaningful forms to transmit knowledge in the classroom.

Therefore, students can have a base for arguing, and at the same time making their arguments credible and concise in the EFL classes, without just considering to merge the set of grammar rules in their speech. Putting into action problematic activities that benefit the students for the acquisition of different competences. Activities that shall express their ideas through communicative and written skills in a

natural and reliable way. Thus, it is essential to make students reflect and be aware of any phenomena surrounding them, in order to build up alternatives to solve diverse situations, going through their imagination, beliefs and analysis abilities working on criteria to come up with a determine support, developing critical arguments based on their thoughts. Based on this we could full fit the educational issues of our era, where the 21st century looks for students who have the ability to be self-critical with the surrounding phenomena, focusing on cognitive skills. "... education should first and foremost help people think and live in ways conducive to the emergence of an integral, deeper, and more inclusive mind" (Vein, Seymour 2004; cited in Fandiño,2013).

Ergo, Critical Thinking has been viewed like a relevant possibility that evolves compelling into the educational field. More specifically, in the processes of teaching and learning a foreign language, for that reason it is assumed that "Critical thinking is defined as active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends." (John dewey cited by Van Cleaf , 1910, p. 351).

Furthermore, Van Gelder (2005), establishes that Critical Thinking must be practiced deliberately and taught explicitly as an indispensable part of the curriculum, with the purpose of expanding students' learning experience and also making language learning process deeper and meaningful.

The implementation of Critical Thinking inside the classroom will be an important opportunity for the pre-service teachers, who have the task not only to understand how critical thinking related to language learning works, but also be able to explain, model, and infuse the concept of critical thinking into their lesson designs and

classroom activities in order to engage the student's attention and motivation to monitor their skills (Egege & Kutieleh, 2004).

Considering the effectiveness based on those strategies that the pre-service teachers will develop during the ELT classes, the experience in their view to examine the possible applications for improving the language learning and teaching related to the critical thinking in the students, will give them a frame of planning to find out the specific manners to enhance a number of options related to the management of the acquisition of the L2. In the sense of creating possibly a systematic attendance with the learning process, and looking for an automatic and procedural knowledge, where the learners consequently construct their own challenges referring to the four explicit skills: Writing, Speaking, Reading and Listening, incorporating in them one of the most important skill, **critical thinking** as a competence to face what today's world requires.

After that, the case of the pre-service teachers who participate in the development of this study, are impacted in the sense of promoting cognitive skills in their ELT classes. Skills like interpreting, arguing, analyzing, inferring and making decisions according to the context (issues and needs), seeking and promoting reliable and relevant information that becomes part of the process of make their students get engage with the viable alternative to learn -English- as a second language, as a prompters to think but not to repeat the knowledge.

Likewise, this research will contribute to the context through the pre-service teacher participation, in order to expand the perceptions about teaching a foreign language, providing possible instruments that make teachers innovate their manners of teaching, changing their traditional techniques meantime increasing students' abilities

to establish a critical position when learning a new language. Additionally, the quality of teaching plays an essential role on how (Pre-service) teachers carry out educational processes (Joaquim Prats y Francesc Raventós, 2005, as cited in Stein, M. F., Sánchez, S. J., Mora, C. V., Sánchez, F. R., Caicedo, D. A., & Hernández, F. A., 2013). To have a path towards quality education, it is necessary to educate teachers, who are willing to strengthen continually their professional competences, to be regularly updated in knowledge, to have a personal growth, and to improve their personal achievement and their relationships. This allows teachers to be in the capacity to respond to the expectations, needs and demands of a particular society and to contribute their (pre-service) teaching related to the national educational project (Stein, M. F. et al, 2013). In this way, the pre-service teachers can start implementing a new view of the language inside their classroom through fruitful content in the proposed activities that contribute in the students' knowledge as well as their surroundings, becoming more self-critical in the current issues.

There are many phenomena that nowadays are researched from diverse viewpoints. In the UCO, there are large proposals directed to educational field, but those proposals have noticed that talking about the degree in foreign languages offered there. One of the most explored problematic issues is rural contexts, which it is easier to find previous studies and information. Then, this study proposes a little less common problematic issue in this degree, due to nowadays it becomes harder to find other significant references about critical thinking in ELT classes, for that reason has been decided to focus on this phenomenon, because critical thinking is in our context an issue not very shallow, and also with the purpose to leave an open door to future pre-service teachers researchers to continue making it deeper.

Thus, the participants as pre-service teachers in this study, have to become precise with their students and versatile in different features, showing up the intention of going further than just giving a structural knowledge, where the purpose of learning and teaching a second language -English- go directly based on the personal growth of the learners, taking into account their context, necessities, problematic and opportunities.

Lastly, this study was developed in a Public Institution of tertiary Education in Rionegro-Antioquia, where the students were involved in the process of acquiring English as second language. These students had a basic level which can guide them to practice and increase their knowledge. According to that, this study was developed using Action Research process in order to identify, examine, improve and promote students practices through critical thinking, that stimulate them to become aware of the importance of decision making, the use of the imagination, and some higher thinking skills which will help them to be more clear in the process of second language -English- going directly based on the personal growth of the learners, taking into account their critical and creative in their positions to full fill what our society needs.

Furthermore, these students may consciously apply their previous knowledge into practice, according to the activities that the pre-service teachers presented in the institution that was intervened to foster their critical thinking at the moment of perform their new knowledge in English language field.

Finally, when the pre-service teachers developed the activities such as debates, songs, readings with social content, and viewpoint based on daily phenomenon, in order to make the students take critical positions, the students will take advantage on reflecting about daily situations that they must face in their lives. Based on their

awareness and their considerations through the acquisition of English as second language they will promote ideas to solve or manage those phenomena and also encouraging their fears against this language. In that sense, the students involved in this study, will be capable to carry out a higher level on their skills in the manner of fostering their critical thinking, becoming self-confident at the moment of reflect about specific topics of their real life, and expressing them orally and written.

RESEARCH QUESTION

How do EFL pre-service teachers foster critical thinking in students through the implementation of some activities in a public institution of tertiary education in Rionegro?

4. OBJECTIVES:

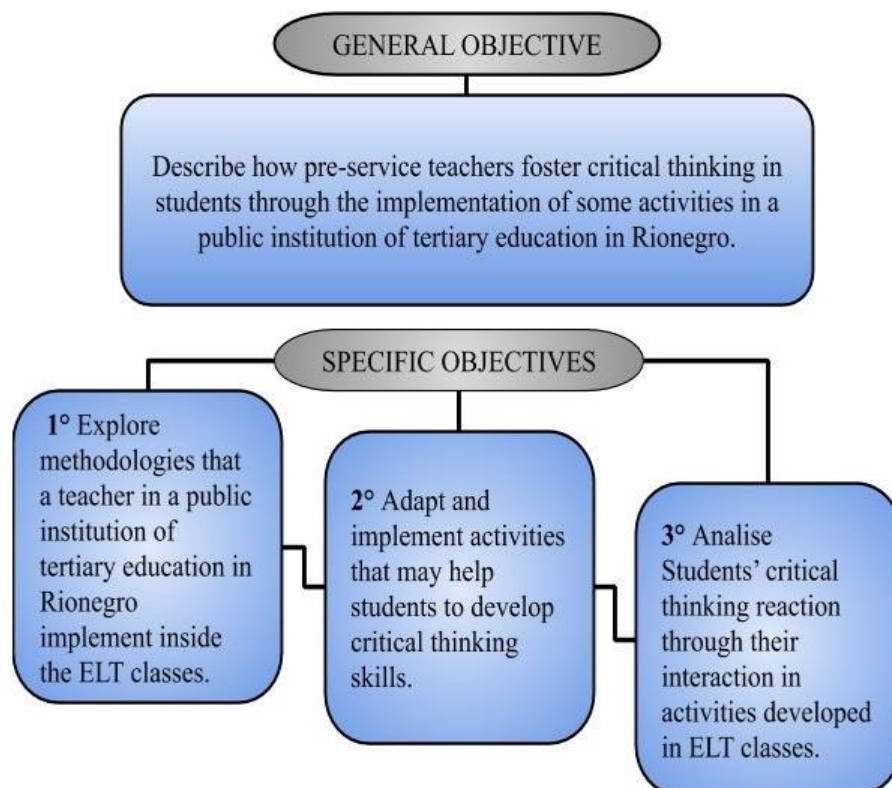


Figure 1

LITERATURE REVIEW

As the aim of this study is to describe how pre-service teachers foster critical thinking in students through the implementation of some activities. A variety of different sources were examined in order not only to have a wide knowledge regarding how critical thinking in ELT and EFL context works according to some strategies that teachers use, but also to get a better perspectives about the elements that would help us constructing our point of view concerning the critical thinking in students, the impact that it could has on them, and how to foster it, based on previous experiences and findings that some authors propose through their research.

Throughout this section we will analyze different studies that are related to our research intention, the researches will be examined from different perspectives taking into account their research approach, the context, purpose, methodology, findings and conclusions, bearing in mind that these aspects of other researches will help guiding our research path, since we will get a better understanding about what has been done regarding critical thinking and how those studies were developed.

As a starting point, we draw on the research of Hernández and Rodriguez (2015). It was a study developed with 32 Eleven graders in a public institution in Bogotá in a context where community is immersing in different social problems. The study was carried out with the purpose of involving the students in the discussion of social topics such as violence, delinquency, and the lack of values in big cities through the incorporation of American urban legends in an EFL classroom. Based on the problem identified by the researchers, the methodology they decided to implement was an action research, giving to it a qualitative approach. researchers during the study had

different implementations of activities inside the classroom, supported by urban legends readings and a worksheet, in the first part of the intervention, students were asked to make predictions about the reading, then they read it, after this, students were organized in groups, and through discussions and reflections they answered some questions in the worksheet, it is necessary to take into account that the questions were designed to foster critical thinking.

To collect data, different instruments were implemented such as field notes, and students' artifacts, thanks to the data analysis done by the researchers, it was found that students were able to make judgments about human values bearing in mind the urban legends, relating them to their own lives. Also, students were able to criticize human behavior regarding different situations, expressing their ideas and opinions about it. Students showed a more conscious position in front of different situations presented in the urban legends. Also, students produced knowledge that went beyond the literal meaning of the readings, and students produced complex critical thinking skills such as *evaluate, critique, create, plan, produce* with which they supported their opinions about the content discussed in class.

Similar to the previous study where critical thinking plays an important role, Another study found shows the relevance of teaching through creative strategies in order to foster critical thinking in students, understanding critical thinking as an opportunity for self-reflection, allowing students to change the way they usually see the world, creating new perspectives at the moment of facing events of daily life in a more critical way. Martínez and Niño (2013). In this sense, students will be able to reflect and give their own points of view, supporting their ideas in the activities proposed by the teacher. Gamble (2013) realized an experimental study about critical

thinking (CT) in English Foreign language (EFL) instruction in one of the universities of Taiwan; in the study participated two groups of 31 students who were assigned randomly, one of the group was the experimental group and the other one was a control group. This exercise was implemented with the purpose of developing, implementing, and evaluating effective strategies for simultaneously fostering EFL learners' English language proficiency and CT skills. It was a study implemented through action research approach, and it entailed that during 12 weeks the control and experimental group were taught with different activities according to the group interest, those activities focused in CT, and in the last, the control group were taught by means general activities.

Through quantitative data, the results showed that the experimental group increased its English proficiency and critical thinking skills, likewise, the experimental group showed a better satisfaction with the English classes due to some factors like the diversity of activities, greater interest, better interaction, more useful, practical, and learnt content. Another important aspect found in the results was the academic achievement of experimental students that revealed an advantage over the control group. In this way, we can realize the importance and advantages about increasing students' critical thinking, since as it was evidenced in the study; they increased their language skills while getting abilities for life.

Chapetón and Palacios (2014) carried out a study in an EFL class, this study had place in the 11th English class in a public institution located in Bogotá. The study looks to examine the factors that influence student's participation when songs with social content are utilized in the EFL classroom. Additionally, the study proposes the use of English songs as a situated social practice under the perspective of critical

pedagogy. The study was conducted through an action research, giving to it a qualitative approach, in which researchers designed a helpful activity based on critical thinking, including task as inquiring and questioning, with the purpose of creating self-reflection in the relevance that teacher role has for contributing a meaningful learning in the students. They also used music as other strategy in order to stimulate students' metacognitive skills and increase learners' motivation to participate freely. The findings revealed some interesting points. First, the gender of songs has a big relevance at the moment of encouraging students in the class, so there were some students who participate more than others depending on the gender.

As second finding, the study reveals that the songs' contents were crucial at the moment of implement the activities in terms of students' class participation and interactions, it is to say, they make students assume critical and constructive points of view about their reality. Students were involved in the class with an active attitude, they reduce their fears to express ideas and showed what they knew about their environment, based on this, students' interest for the English class increased. it is essential as the main finding in this study, mention that, through the activities proposed in the study students felt more comfortable at the moment of expressing ideas, encouraging students to be reflective and active participants who find, construct and share meaningful experiences and social realities in the foreign language class, going beyond the fact of learning grammatical structures, and vocabulary while improving their critical thinking skills.

On the other hand (Lingying Tang, 2016), with the purpose of fostering college students' critical thinking skills by designing some classroom activities regarding college intensive reading course in English classroom, developed a study in a college

of china. This study was an action research carried out through different moments during the implementation of lessons concentrated on a variety of activities focused on reading. The interventions had three moments, before class section, in class section, after class section. As a result, it was found that the design of some texts coming from the curriculum should be changed for both teachers and students, since it focused on linguistic knowledge acquisition, while the cultivating of development of critical thinking skills are ignored.

The study as a conclusion points out ‘‘In the traditional classroom atmosphere, teachers are regarded as authority, students subject themselves to them with no time and space allocated for students to reflect on the degree of value and truth of knowledge they have learnt, which is obstructive to the development of students’ critical thinking’’ (Lingying Tang, 2016, p.22). Therefore, it is mentioned that teachers are expected to make a change to their role, teachers acting as counselors and mediators to facilitate language learning and students’ cognitive abilities. Namely, they should not simply regard themselves as knowledge transmitters in a narrow sense but as mediators to assist students thinking independently and autonomously.

THEORETICAL FRAMEWORK

Taking into account that our project is focused on describing how pre-service teachers’ activities inside the classroom contribute to increase critical thinking in students, it is important to study and analyze some concepts such as Critical thinking, Preservice-teachers, English language teaching (ELT), Learning activities, teacher’s

perception. In order to have a better perspective and contextualized understanding about the object of our research project.

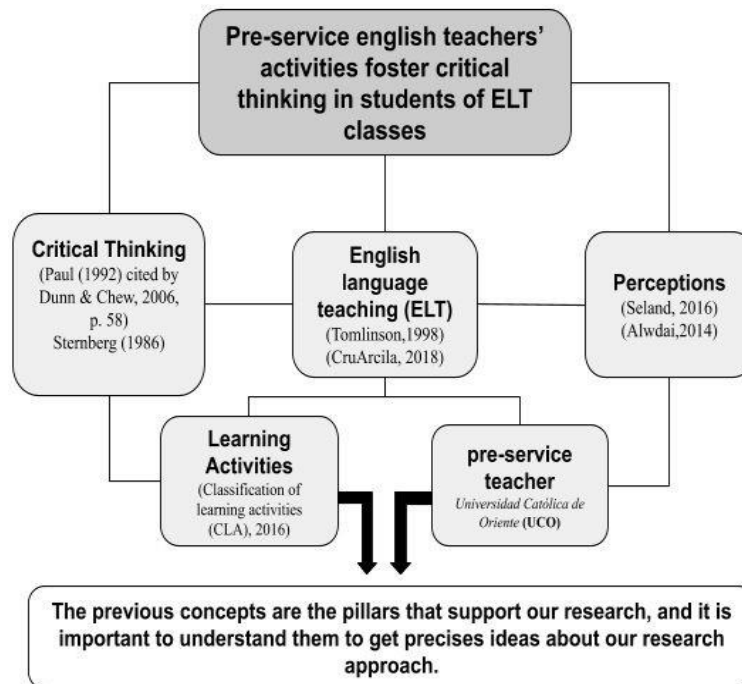


Figure 2

6.1 Critical Thinking

Throughout the time many authors have created their own definitions, as for example “disciplined, self-directed thinking that exemplifies the perfections of thinking appropriate to a particular mode or domain of thought” (Paul (1992) cited by (Dunn & Chew, 2006, p. 58); today critical thinking points out to the needs that people have in order to be able to express their own ideas in more critical way, but not only people in general but also students that every day are increasingly permeated by media, that instead of encouraging their personal and mental growth, is making them more manipulable people. In this manner, it is needed to create awareness in the way students use information, getting strategies that allow them to feed themselves with

knowledge to be more critical on a particular issue. In this sense, Sternberg (1986) “critical thinking comprises the mental process, strategies and representations people use to solve problems, make decisions and learn new concepts” (p.3). For that reason, it is important to take into account not only a superficial view of students but also teach them new aspects related to their socio-cultural context, age and other aspects that can influence in students behavior and therefore encourage their learning process.

6.2 Pre-Service Teacher

La **UCO (2018)**, defines the Pre service teacher as the one who performs the teaching role in order to achieve the objectives proposed by the University, arranging in different stages which are observation, exploration, characterization, teaching and projects. Allowing the student to put their knowledge into practice. In this perspective, pre-service teacher should apply in the classroom some strategies for collecting information with the intention of evaluating strategies that contribute to the pedagogical innovation in a specific context.

6.3 English Language Teaching (ELT)

Nowadays English is spread around world, and has become in an useful ‘bridge’ to be in contact with different cultures, learning English has become increasingly popular, consequently English language teaching practice (ELT) has increased too. According to Cruz Arcila, F (2018).

language teaching and learning are presented as instrumental and positivistic oriented activities, in this view, language is seen as an objective system of

communication that teachers should pass on to students, who in turn are supposed to passively receive the knowledge being offered to them (p. 67).

Teacher plays a strongly important active role guiding students through different activities in their learning process. Also, ELT is understood as a practice done by teachers through different materials and situations to facilitate the learning of a language (Tomlinson, 1998). From this perspective ELT has a more instrumental and situational perspective where teachers through different methods and situations presented in the classroom try to transmit the different aspects of a language in this case English, helping students to gain confidence and acquire the communicative skills of the target language.

6.4 Learning Activities

Activity is a concept that can be understood from different perspectives, anyway in this project it is going to be interpreted as learning activities according to (Classification of learning activities [CLA], 2016). Learning activities are activities of any individual, organized with the intention to improve his/her knowledge skills and competences, at the same time, those activities have a purpose and are organized including the learner him/herself at the same time these activities includes the transference of information through different strategies.

6.5 Perceptions

Bearing in mind the importance of pre-service teacher, teacher and students' perceptions in critical thinking awareness in our project, we valued the relevance of including the concept of *perception*, since it let us to understand how we perceive and

interpret the student's opinions through their responses and their active participation during the classes. In this sense, Seland, (2016) refers to perception as the recognition and the understanding of sensory information and also how we interpret what is perceived in our brain.

Moreover, Alwdai (2014) defines "Teacher's perceptions as beliefs, thoughts, insights, opinions, and awareness toward specific educational concerns such as thinking, student academic performance, social problems and changing behaviors" (p. 15). With this, we implemented different strategies that made our students become more participative through the different sessions, and they presented their viewpoints according to what they were considering pertinent in the sense of sharing assumptions or discussing about what another person manifested or said including the teacher perception as relevant state that gave them ideas or words to create their interaction during the development of the activities.

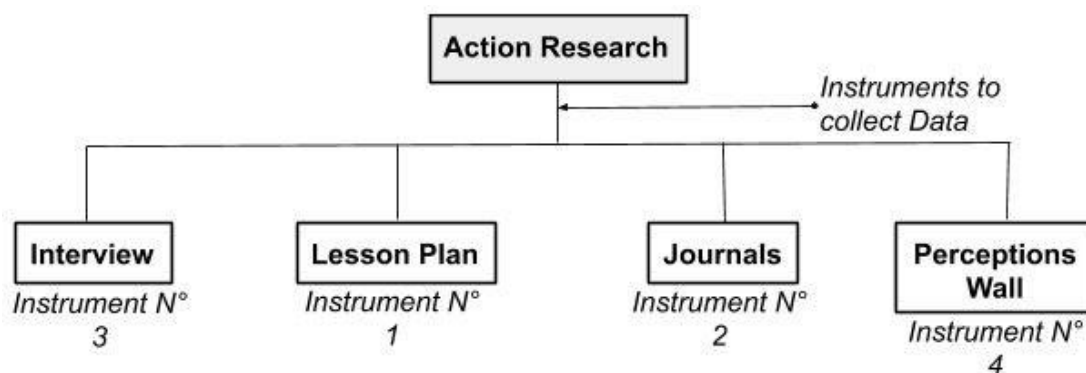


Figure 3

METHODOLOGY

After a discussion that we executed and according to the aim of this study which describes how pre-service teachers foster critical thinking in students through

the implementation of some activities in a public institution of tertiary education in Rionegro, it was considered proper to apply an action research, not only because we were immerse in the context but also due to action research brought to us (Pre-service teachers) the opportunity to become participants in the research process, examining our educational practices systematically and carefully, and using different ways to perform in order to encourage the development of the pre-service teaching process, supported by adequate manners of teaching and promoting the critical thinking regarding the students' reactions, conducts and different factors inside the English classroom.

Based on the previous figure (figure 3), we created a scheme that let us understand an adequate process in our research study. Through action research method, and taking into account different instruments, it was represented evidences at the moment of gathering data, and at the same time, helped us to give a backing in the sense of representing the data collected, like justification to develop our study in that context.

In this manner, based on Corey (1953) Action research can be defined as the process of studying a real school or classroom situation with more understanding and improvement of the quality of actions or instructions than reading about what someone else has researched or found during his teaching.

Action Research offered to us the opportunity to have a more real, and meaningful experience in our practicum contexts "... is related to the ideas of 'reflective practice' and 'the teacher as researcher...'" (Burns, 2010, p.2). Taking into account this idea, the action research allowed us to have a better consideration of the procedures having a direct contact with the participants' performance.

7.1 ACTION RESEARCH METHOD

We contemplated the Action Research method as the manner on how we as pre-service teachers have the opportunity to participate in the research gap, esteeming the analysis, reflection and participation in the development of some activities, promoting the critical thinking as a manner to consider the acquisition of the knowledge in the classes as a relevant part of the participation in the educational field in order to be used in the real-life situations.

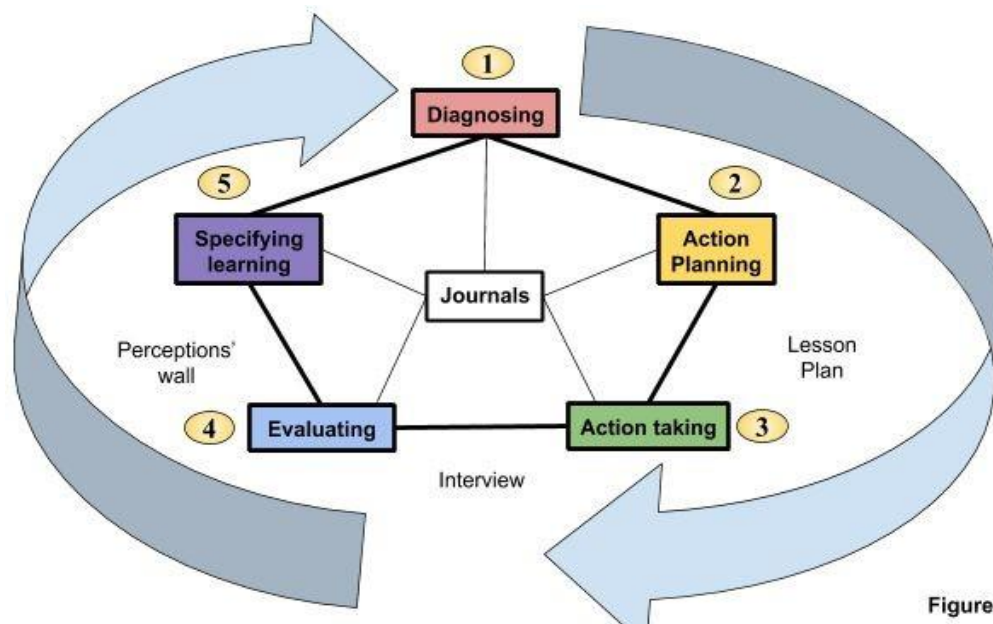


Figure 4

Since we implemented the Action research method, we created an action plan, which "... can be described as an agreed-upon set of intended actions to bring about desired outcomes" (Clarke, 2010, p.1). As it is presented in the next figure (figure 2), it helped us with the advancement of our research study. This action plan is an adaptation from the model presented by Azhar, Ahmad and Sein (2010) in their study *Action Research as a Proactive Research Method for Construction Engineering and*

Management. In our action plan (Figure 2), we presented some specific sections that according on what we wanted to achieve, let us to adequate the specific steps to take in consideration and also, to remark a cycle in order to give a starting moment and contemplated as a pertinent tool in our professional field as teachers. Looking for points where we as researchers start over again with the intention of giving an ongoing for this study and as instrument for future researchers.

Following the steps in the action plan, we moved through the different sections of it (as it is presented in the figure 4), since we wanted to carry out the suitable development of it, and with the intention of achieving our objective and clarifying different doubts. Green (2007) states:

The qualitative data collected from the action research, permitted us to have a better understanding of the procedures achieving the purpose of this study.

Qualitative data is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers as data for analysis (p. 2).

The understanding of the information was carried out throughout an interpretative model based on the figure 2, where we present the action plan as resource in order to make the adequate analysis of our study, as our purpose to comprehend the steps, which let us to have an approach to the conception of the action research model and the process of teaching practicum based on our pre-service teaching performance.

7.2 Context

According to the characteristics of our study, it was necessary to implement it in a specific context, due to some particular and crucial factors. First of all, to carry out our research project we needed a population that could fit in our objectives. Our focus is directed on how we, as a pre-service teacher, foster critical thinking through different activities in ELT classes, for that reason our participants must had a capable level of abstract thinking. Therewith, became easier for them to develop a structured idea in a foreign language in order to express their own thoughts, and criteria (arguments) about diverse topics that we proposed using different strategies that at the same time let us break a little the traditionalism (Traditional Methods).

Secondly, we decided to implement this study in an institution of tertiary education in Rionegro Antioquia because there were different aspects that called our attention, the first one was a teacher who was working at the UCO and this institution, we exposed to him the idea about developing our research in that context and we had an agreement; another aspect, was since one of the members of our group of researchers had the opportunity to develop her practicum in that public institution; in that sense to be a public institution it meant for us the manner to reach people from social context, who could notice the idea of implementing new ways to teach, and finally, we took into account the number of participants since those were suitable to implement the critical thinking activities and in that way, obtain reliable results.

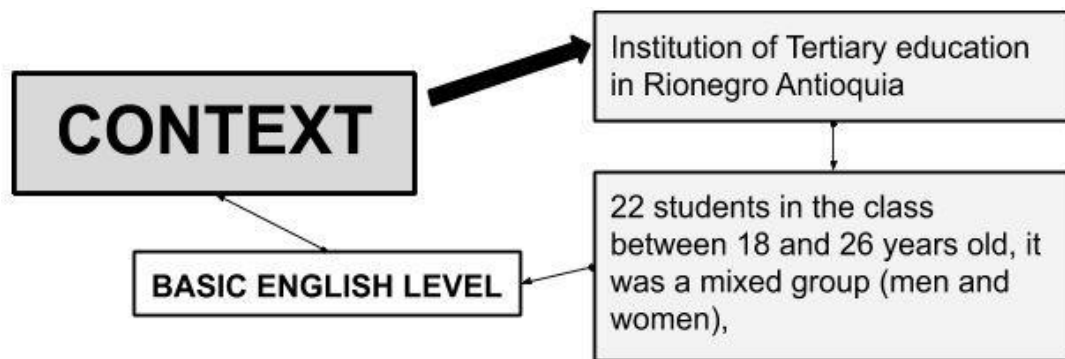


Figure 5

Deeming about this, our context consisted in a group of 22 students, it was a mixed group (men, women). Although the students had a basic level of English language, they were in the process of learning it, what represents an important advantage at the moment of the implementation of the activities and also, since we noticed that the group let us adapt our objectives to their lessons and topics, regarding the English subject. In the following figure (figure 5), it is summarized the specific context that was studied.

7.3 Instruments

To collect data, different instruments such as **journals, lesson plans, interviews** and **perceptions wall (interactive method)**, were implemented to gather reliable and valuable information. Each one of those instruments are part of the action research method (Figure 1) and made possible a deeper approach to participants' perceptions, opinions and assumptions that allowed us provide with the necessary information to achieve the purpose of this study, which is describe how pre-service teachers foster critical thinking in students through the implementation of some activities in a public institution of tertiary education in Rionegro.

7.3.1 Journal

We put into action those instruments based on the characteristics of our research method. Considering them like crucial tools to get the specific information we needed, in order to reach our objectives. Based on this, we considered journals as a precise tool for us, since they are flexible tools for action research data collection, they can be implemented as a manner of analyzing and evidencing the reality of a context. Furthermore, journals provide perceptions through teaching processes, which have presented inside the classroom, containing subjective and personal reflections (Burns, 1999).

Taking into account the previous information, becomes relevant to mention journals as the tool that allow us to synthesize the experiences lived in the application of the activities. It also let us analyze the students' reactions, and likewise describe how pre-service teachers foster critical thinking in students through the implementation of different activities. This instrument was appropriate to answer the research question since it reflected a change in the students, not only focused on language learning, but on the development of thinking skills.

Considering journals as a part of the instruments of data collection, we designed two formats based on the Log proposed for the practitioners of the UCO, with the criteria of the researchers and the advisor of the present study. The first one was created for the observation part with three main thematic axes, one proposed as the characteristics of the group, in this field we took into account the description of the context regarding the position of the students related with the acquisition of a second language inside the English classroom; in the second part it was considered the

activities implemented in classes with the intention of analyzing how useful those ones were for students; in the third one, it was intended to observe students reaction according to their feelings taking into account the development of the activities proposed by the teacher. In addition, we created a section for the reflections about each thematic axes, and finally, we designed a section for conclusions and learnings for expressing our general perspective regarding the development of each session (See appendix A).

With reference to the second format we agreed to modify this format. It was designed for the implementation of the activities by the pre-service teachers, which was reduced to only two main axes. One was set for the description on the performance of the pre-service teacher in charge of the class and the other was set for the description of student's reaction bearing in mind the connection between the activities proposed and their participation. Finally, we added a column designed for categorization in each axe, with the purpose of analyzing the useful and essential information to collect data (See appendix B).

Therefore, with the journals we observed as pre-service teachers each other and could bring a reference to the pre-service teacher that was performing the class, regarding the attitude of the students based on the activities proposed and also, it brought us ideas and viewpoints that support the next activities that would be developed in the next session, looking for adaptations that let the students feel more comfortable and become more participative than the previous one. By reason of the action research method, the contemplation of the journals like the most relevant and suitable instruments for the purpose of getting some considerations that after each

session, will aid to prepare better activities where the students could develop their critical thoughts and in our position as researchers, can arrange relevant data that could be analyzed to move to the next section of our study, let us comprehend the need of developing adequate strategies inside the classroom, and create an evaluating system where the pre-service teacher that performed the class, just create an environment of knowledge supported by the critical thinking activities.

7.3.2 Lesson Plan

Nesari and Heidari (2014) refers to lesson plan as a fundamental element in the educational field for teachers, that contains a written description, which show the process of the class as a guide, regarding when, where, how and which method and materials learners should learn and would be assessed.

In order to develop pertinent classes, we implemented lessons plan as another relevant instrument since it allowed us to prepare competent activities during the application of our research study. The lesson plan, was the function of the teacher to impart knowledge by utilizing previous learning, and in order to accomplish this it was necessary for the teacher to come to know the student's previous knowledge or learning and experiences (Tanner & Tanner, 1980). The lesson plan format implemented, was created by UCO with the purpose of letting the practitioners be able to perform their practicum with a scheme that help them inside the ELT classroom. And for us, the lesson plan format became the appropriate manner to make our class be prepared, due to we already had the opportunity of implementing it and with it, have been aware about the timing and the way of teaching inside our classroom (see appendix C).

Each member of our research group, created a lesson plan that put into practice during his/her performance on the context where our study was developed. According to the topic that must be taught, he/she had to innovate in activities that foster the critical thinking in the students and represented the opportunity for the students to be able sharing assumptions, opinions or comments about particular situations or phenomenon that are in their realities based on that specific topic.

As far as the lesson plan was concerned like crucial instrument since it defined different moments in our action plan, this instrument was part of our 2nd and 3rd step in our action plan (fig. 2). those two moments were connected all time during the five classes, where the lessons plan were required for the implementations, and at the same time, this instrument was a key stage so that starting the 4th step in our action plan. Each researcher had the opportunity to create one lesson plan and implement it assuming topics and activities focused on fostering students' critical thinking, giving the opportunity to the other researcher to collect data during the implementation of the class.

With the implementation of our first lesson plan we had big expectations based on students' reactions about the activities we had carried for them. In this session the researcher in charge of the class, presented students a series of images with a strong content about the impact that the pollution is having in the earth, students had to think in the causes and give possible solutions about that issue, then a video where was evident all the damage that the human beings can do to the environment was presented, this with the purpose of making students aware about the way they are acting regarding this problem, and finally reading is given. In that reading they could

find serious consequences in human health due to pollution; with which they had to create tips to improve the world conditions. All those activities were thought with the purpose of teaching students' progressive tenses and at the same time foster self-reflection (See appendix D).

Ensuing, the second lesson plan implemented in the institution of tertiary education, was evidenced that it had better adaptations on the activities to foster critical thoughts in the students. Since the previous one, and supported on the journal of that class, the researcher (pre-service teacher) noticed some specific details to consider for the creation of this one. This lesson plan had activities like debates, storytelling, sharing perceptions and answering moments for specific questions. Each of these activities, were designed with the intention of making students to understand and acquire the *Present Simple tense*, but considering different aspects of the real life, where the students could create statements, sentences and opinions based on the structures of this *tense*. Considering the attitude of the students, this time, they felt more confident and show reception with the class and the interaction needed for its progress (See appendix E).

Moving on to the third lesson plan, it was evident how the pre-service teacher applied activities to make the students aware of how the internet have changed our lives, as well as students learned and put into practice the skills of *simple past*, to reach this goal, the pre-service teacher used three main activities, the first one was described as cruel reality pictures, in which students observed and took notes about their perceptions with the intention of sharing their assumptions inside the classroom, the second activity was a video "Ways Smartphones Have Completely Ruined Our

Lives” N.A (2017). The objective of showing this video was to sensitize the students, since the content of this showed the addiction into which we as human beings have fallen, and in this way achieve in the students a deep and meaningful thought in order to engage an active and fruitful discussion. In the last activity, it was proposed a perception wall, described as reconstruction of a past without smartphones, in this part of the session, the students participated proactively, expressing their view point and conclusions of the class topic, in what we evidenced a students’ lifelong learning (See appendix F).

For the next implementation, we created a lesson plan focused on simple future, with the purpose to make students think and reflect on aspects of their past and present stages of their lives, in order to make them predict possible future problems and how to deal with them. We directed the class and the reflection using the technology and the use of it. The class involved a series of activities that gave the students a crucial role since they were the center of the class, through a short video and critical readings, students got clear ideas about technology and its use, at the same time they were able to review simple future. After reading, students through a task as journalist were asked to write a short report talking about their perception of future problems regarding the bad use of technology, this activity was called ‘*my perception of future problems*’, as the class got many problems based on students experiences and habits, a problem solving activity was introduced. Using the same students’ perceptions of possible problematic that could emerge in the future, they should look for a possible solution to prevent those issues, bearing in mind that they needed to

applied them on their lives because we were talking about their possible future problems regarding the bad or excessive use of technology (see appendix G).

In the last sessions, the researcher (Pre-service teacher) recognized that the advancement of the students during the classes, the critical activities in the lesson plan and his intention to teach a new topic, showed an excellent interaction, since the students became more participative and could enhance their critical thoughts on the strength of their capability. On that session, the topic was *First and Second Conditional*, with those topics, the pre-service teacher created activities in order to promote the critical thoughts in the students by thinking in assumptions considering real life situations, metaphors and exaggerations in ideas. With this, the students improved a lot their way to think about real and abstract situations, knowing about how to speak with coherence in their ideas, reducing significantly their mistakes regarding the structures of the tenses and displaying the development in their acquisition of English as second language (see appendix H).

7.3.3 Interactive Method (*Perceptions' Wall*)

We considered that an interactive method is a perfect instrument to collect data giving participants centered role to express their ideas, since those methods are considered as:

dispositivos que activan la expresión de las personas, facilitando el hacer ver, hacer hablar, [...], lo cual es lo mismo que hacer visibles o invisibles, sentimientos, vivencias, formas de ser, creer, pensar, actuar y sentir [...], generando de esta manera,

procesos interactivos que promuevan el reconocimiento y el encuentro entre los sujetos, propiciando la construcción colectiva del conocimiento... (Arias, n.d, p.48).

Based on the interactive methods, we saw perceptions' wall as a meaningful tool. Thus, it was selected as a collecting data, since it permits the participants to express and communicate their feelings in a comfortable way, giving their own opinions and points of view, regarding their real-life experiences in contrast of the issues proposed in the themes during the sessions. This method is directly related to the specific objectives of the study, which point to analyze students' critical thinking through their interaction according to the explorations in ELT classes.

As this instrument was really important and pertinent to get crucial and detailed information, we decided to think about possible categories where students could express ideas regarding different implementation during the research, it is important to mention that the interactive method was not carried out in the target language, by the contrary we decided to implement it in the mother tongue, due to students could feel more free at the moment of expressing their ideas, because in this way, students did not have a limited vocabulary to construct precise ideas that was what we were looking for. The categories that emerged to develop the interactive method were : ¿Qué te gustó de las clases?, sentimientos durante las sesiones, aprendizajes para la vida, sugerencias (See appendix I).

The interactive method took place at the end of the last class, we opened a space of reflection where students were asked to take into consideration all the classes developed, and consciously expressed their feelings and impressions based on the perception wall categories (interactive method). Students were truly motivated writing

about the classes and our activities during the different sessions, each student rotated around the categories sharing their opinions, and expressing some comments that at the end of the process were highly gratifying for us; now it gave us a lot of information that enriched our findings, and at the same time we could evidence students' argumentative and descriptive abilities.

7.3.4 Interview

Finally, another relevant instrument was Interview, based on Boyce and Neale (2006) interviews afford to explore perspectives and ideas of participants related with their experiences in a determined context and situations, which could reveal some changes in the process. Being aware of the previous, we decided to implement a semi-structured interview, recognizing that “semi -structured interviews incorporate both, open-ended and more theoretically driven questions, eliciting data grounded in the experience of participant as well as data guided by existing constructs in the particular discipline within which one is conducting research” (Galleta, 2013, p.45). In this regard, Semi-structured interview provides relevant information of the participants associated with the background, and in this case, the conceptions of critical thinking in relation to the application in the ELT classroom. Additionally, this interview presents significant value for validating the information collected, answering the question posed in the present study. The interview was applied to the teacher who was in charge of the group of students who were involved as participants in the implementation of the activities in our research project, the teacher was a essential part for the students and somehow, it has repercussions on the English learning process of the students, in this sense, we could appreciate different strategies the teacher used in their English

classes, his position in relation to the perception and implementation of the critical thinking activities that we contemplated to develop in that context (See appendix J).

7.3.5 Ethical Considerations

In the light of this research, Ethics was an important point when our research project was carried out. “The term ‘ethics usually refers to the moral principle and guiding conduct, which are held by a group or even a profession” (Wellington, 2015, p. 236). In that sense of ideas, we as researchers took into account the importance of ethical considerations when the project was implemented; “Ethics in research provide a guideline or set of principles that support researchers in conducting research, so that it is done justly and without harming anyone in the process” (Hickey, 2018, p. 6).

So, at the moment of collecting data, it was necessary using some instruments that involved real participants. For that reason, the main element that was chosen to comply with ethical consideration in our project was a Consent Form. This instrument is considered as a “... voluntary agreement to participate in research. It is not merely a firm that is signed but is a process, in which the subject has an understanding of the research and its risks” (Shahnazarian, Hagemann, Aburto & Rose, 2017, p.3). We took and reformed a consent form designed by Peter Browning, Jacqueline Marín y Avelino Ledesma (2017) in service teachers of the UCO. Regarding key points such as stipulating what was our project about, the purpose of our study, our research objectives, and emphasizing that the participation was volunteer, based on that we adapted four consent forms according to different purposes and activities developed during the research in order to make clarity that under no circumstances identities would be disclosed.

It is also important to mention, that all the relevant information was shared by us (researchers) before the participants signed the consent form, all of this with the purpose of ensuring participants anonymity and adding reliable information to the project. It was in total four consent forms modified.

- The first format, was for *observation* where the objectives were in one hand to observe methodology that was used by the teacher in the object group, and also the kind of activities implemented in the classes. On the other hand observations have as a purpose examine students' reaction according to teacher performance (see appendix K).
- The second one was for *implementation*, there the aim was to implement activities that previously had been thought in the wake of the observations, and also perceiving students' responses and reactions to those activities (see appendix L).
- The third modification was for *interview*, and the objectives were directed to identify titular teacher background in the educational field, and also his points of view concerning fostering critical thinking in students, through the implementations of some activities inside the English classes. Further, it wanted to expose teacher perception regarding activities to foster critical thinking that pre-service teachers proposed to carry out their research project (see appendix M).
- Lastly there was a modification for the consent form related with the interactive method (perception wall), where we looked for knowing students points of

views about the preservice-teachers performance in the sessions and the activities implemented (see appendix N).

RESULTS AND DISCUSSIONS

The presence of cognition and values means that being aware about the context and being empathetic, play a crucial role in being a critical thinker. So, cognitive skills and intellectual capacity are not useful if someone is not aimed to know and meet the needs of a given situation, or perhaps, improve the particular conditions on it. Thus, based on the previous, this study through the implementation of an action research method, let us to get immersed in the development of it, applying some activities to foster the critical thinking as participants that promote the participation of the students like individuals that can share opinions and become part of the development of a class. Besides, it is essential to clarify that on each step given, we as researchers understood that not always is evident in a particular field that the same experiences as well as on the knowledge could be modified.

Although the methodology was one of the most arduous steps for the research group, it was also essential for determining the categories that in essence became in the findings and the results of our study. First of all, we took the different collecting instruments, observing in detail the information gathered, and defining the categories and subcategories found in each part of the data according to the participants responses and reactions. For this step we used the principle of categorization that was that each category should appear in more than one of the instruments, and in this way, we reduced and selected five main categories which were: Activities to foster critical

thinking, teacher and pre-service teachers' perceptions on critical thinking awareness, feelings and reactions from the activities proposed, lifelong learnings and suggestions.

In the categorization process, as it was mentioned before, we had different difficulties in order to find out the relevant categories that support our study and after various discussions, we found out those five categories that we considered important according to the aim of our research project (See appendix O).

Taking into account the categories that emerged after the analysis of the collected data, we in our research project discussed and triangulated those categories with some specific information gathered based on other studies that are related to ours, and some conceptual references that present relevance on this process in order to find out correlations, contrast or uniqueness. During the discussion, each researcher, considered some perceptions that made the development of it with some troubles, and with difficulty at the moment of concrete the adequate information for this project. The following figure (figure 6), shows how we have triangulated the information:

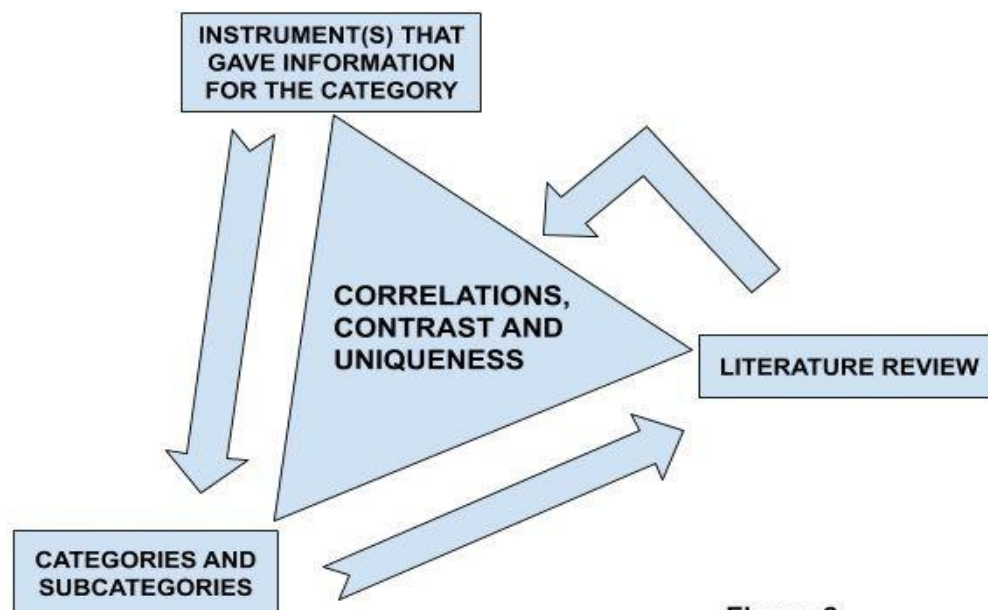


Figure 6

In the figure 7, it explains the triangulation process regarding the first category, that was **activities to foster critical thinking**, some subcategories and the instruments where they were found. In this category the promotion of critical thinking through critical activities (activities that made the students realize about the particular phenomenon that occurred in their lives with the intention of making them think sharply) as an alternative to create a better environment inside the classroom and with the performance of the students, showed up a satisfying advancement regarding the aim of our study. In addition, this category reflected a close relationship with the concept of critical thinking, which implies metacognitive processes such as solving problems, making decisions, concepts formations and creative thinking. In this way students can give opinions in more critical way, as well as what we could appreciate in the results of the context in which we applied the activities proposed.

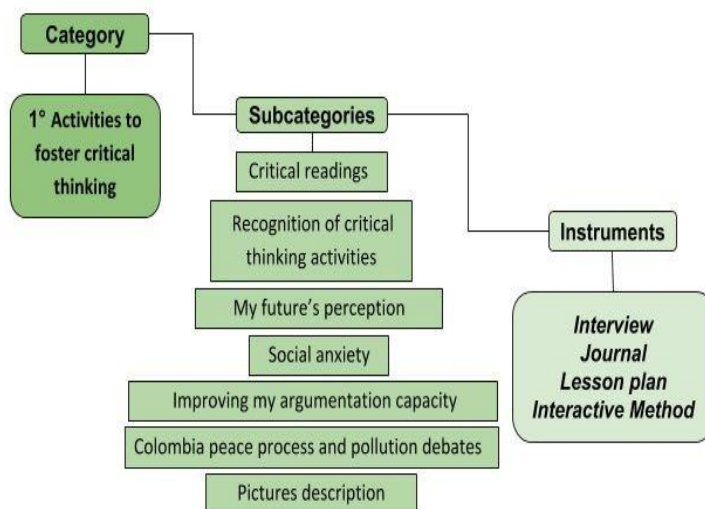


Figure 7

In this manner, we implemented activities with the intention of fostering critical thinking in students. We adapted those activities with social content, such as cruel reality pictures of technological devices, Colombian

peace process, pollution debates, and critical readings which allowed to students

express their opinion in contextualized situations, using the English language to give arguments through their opinions, being self-critical and reflecting on the position of other students regarding different thoughts.

We referred to the study developed by Chapetón & Palacios (2014), where they assume the importance of the development of the classes bolstered by activities that foster critical thinking, where is proper to find “...*meaningful ways to use the language in classroom context by making connections with their own lives and social realities*” (Chapetón & Palacios, 2014). Furthermore, in this study, the researchers decided to implement songs like tools that make the acquisition process as something easy regarding the grammar, “...*we, as critical educators, support the idea of providing students with the tools to be critical about their real life situation and education [...], that this way of living critically permits students to be aware of establishing connections between their individual problems and experiences and the social environment in which they are involved. In this way, they can take significant actions to live in a better society*” (Freire, 1985; as cited in Chapetón & Palacios, 2014).

In this sense we also found a similarity in Hernandez and Rodriguez research study (2015), since they applied activities based on critical thinking through different discussions of social topics, in their case about violence, delinquency and the lack of values. Furthermore, the findings of both studies were that students could go further with their ideas through social questions that help students to be more critical, to promote awareness on how to act and to deal with society's problems.

Thus, it was evident that students were able to recognize the difference between traditional activities to those focused on critical thinking, this data was perceived in the perception wall as they expressed “son estilos de enseñanza muy

prácticos ya que estimulan el conocimiento previo con escenarios de la vida real.

Permite relacionar vivencias con un idioma diferente y hace más fácil el aprendizaje”

(participant 1)

Besides students recognized the importance of being self-critical giving own opinions about contextualized and real situations. At the same time, this improved students’ role in classes due to they were contrasting ideas between them since the activities promoted students’ participation, developing argumentative abilities. From this point of view, students were self-confidence with the class, and it was easier for them to show and defend their ideas. Although at the beginning students were shy due to there was a big expectation regarding what was happening with them, thanks to the activities they started feeling more comfortable with the class, because they were using the language to talk about their interests and ideas being supported on their partners. Basically, thanks to the activities proposed some good feeling arise, creating an excellent class environment for students and the teacher.

The figure 8 defines the manner on how the acquisition of information was found considering the category, subcategories and the instruments where they were

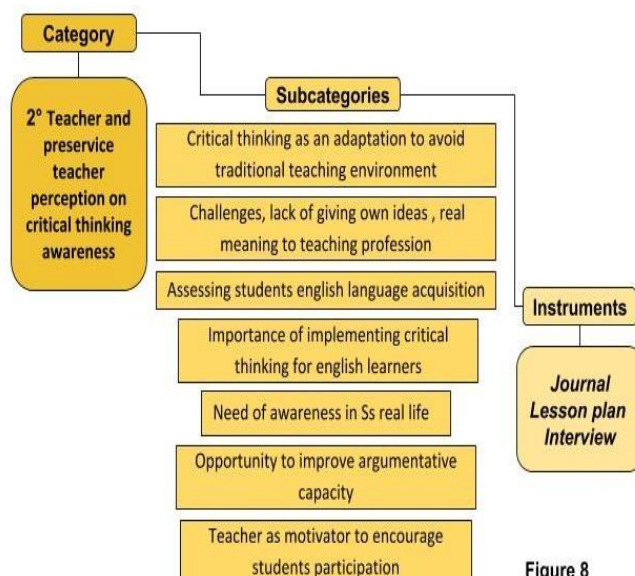


Figure 8

*found in order to triangulate the whole information. It is relevant to mention that the second category was **teacher and pre-service teachers perceptions on critical thinking awareness**, in this category, we discover that with the*

critical thinking interaction about a specific topic inside the classroom between the teachers and the students, the teachers shared their perceptions about the interaction and the students' participation in the development of the class, like something to highlight, due to they showed a higher interest in the topics proposed during the sessions.

In terms of this category, we considered it as a fundamental pillar of the process, since we as actors within the research study, our constant reflection on what we as a researcher's reflected about what was observed, planned and applied became essential to be mindful of the reaction of our proposal in context.

Regarding our perception about the essential role of teachers, we found that in the study of Chapetón and Palacios (2014) they also implemented an action research in a qualitative approach, presenting the teacher role as a starting point for creating and proposing new ideas, using songs as part of the central activities with the purpose of create self-reflection in the contribution of a meaningful learning in the students, with the possibility to use a foreign language looking at the teacher as a motivation to participate in proposing new thoughts from their conceptions.

Other similar thought was found in Lingying Tang (2016). Where the teacher role was considered of the same conception, "...therefore it is mentioned that teachers are expected to make a change to their role, teachers acting as counselors and mediators to facilitate language learning and students' cognitive abilities" (Lingying Tang, 2016, p.22). So at the moment of developing students' critical thinking teachers should be conscious about the role they are playing, being apart from methodologies that are just worried about getting the grammar and structure of the language, it is

necessary to integrate language and thinking abilities through the teacher performance, and different activities proposed during the EFL class.

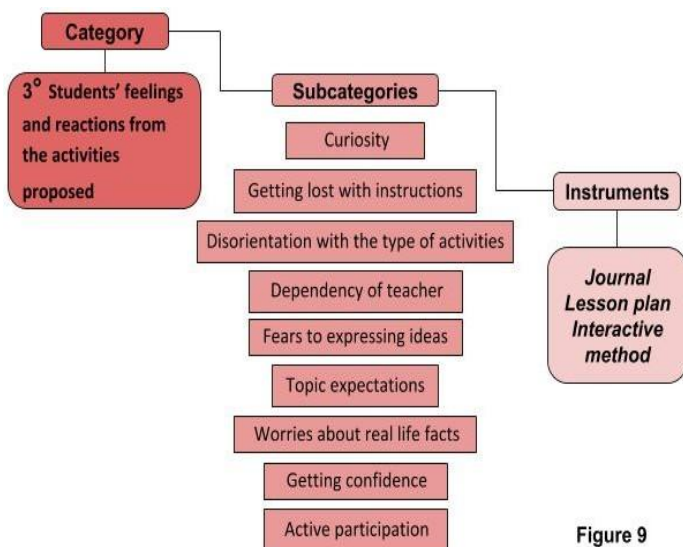


Figure 9

The figure 9 pretends to show the third category, which was *Students' feelings and reactions from the activities proposed*, in this category, it is evident that students presented a crucial role since they got activated during the sessions and where they presented

an enormous curiosity and interest to understand the topic, and solve some doubts based on that; although at the beginning students felt fear to express their own ideas, as it is mentioned by student 15 (2019) "Al principio me sentí con un poco de nervios ya que no había participado tanto en las clases de inglés, pero luego me sentí feliz y satisfecha porque con esto aprendí demasiado para mi vida." (perception wall). At the end of the process they were able to talk properly according to their thoughts and perceptions about real life issues, besides they focus on two relevant aspects, the grammar and the topic in which they must think critically and share a possible solution.

Taking into account the previous point, Hernández & Rodríguez (2015).

Carried out a project that gave us the support of this category, (*Students' feelings and reactions from the activities proposed*). They propose that, through the development of the activities proposed, where the students just got engaged with the intention of being aware about the recreation of the plot in the urban legends. Since, "...original

variations verify the fact explained [...] that urban legends could easily go from one person to another, having further adaptations because different readers and storytellers collectively construct them” (Hernández & Rodríguez, 2015). Thus, it was noticed that when teachers use activities with the purpose of promoting critical thoughts, the students show the possibility of creating statements or sentences that represent their knowledge regarding the topics that the teachers want to teach to them with participative reactions and enthusiastic behaviors to listen to their classmates.

In addition, as we pretended as pre-service teachers to promote activities that foster the Critical thinking, we have noticed that the students, had the opportunity to develop their own perceptions, As the participant 30 (2019) said”Durante todas las sesiones fueron divertidas,y además nos daban la oportunidad de opinar y tomar en cuenta nuestro punto de vista y es algo muy gratificante (perception wall), according to their viewpoints and also what is required nowadays in their reality, but focusing specifically in their context, due to that was our intention, make our students realize the purpose of the educational field, giving manners to construct or reconstruct their lives being aware about how to deal with every single issue that appear in front of their paths.

The participation of the students through the development of the different activities let us to demonstrate that our pre-service performance regarding the critical thinking inside the EFL classroom, showed up that the idea of making our students realize the acquisition of English as a second language, go beyond of the minimal aspect of just repeating a sentence or think about a structure, but analyze what is relevant at the moment of acquiring it, due to with this, they can absorb the knowledge through the interaction with the language and also with the appropriation of it.

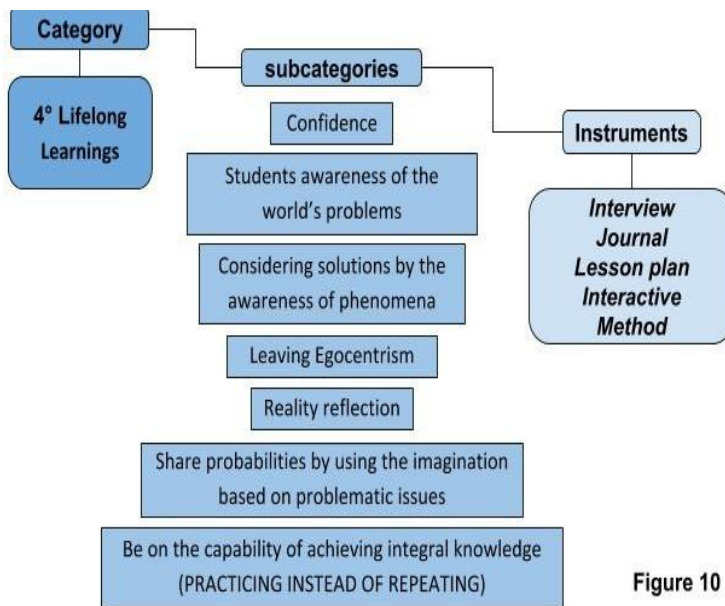


Figure 10

The fourth category was lifelong learnings as it was evidenced (figure 10), in this one, the students showed up self-confidence at the moment of inquiring any doubt and based on the topic, they presented a long vision about their following days facing

different situations according to their lives and their interests.

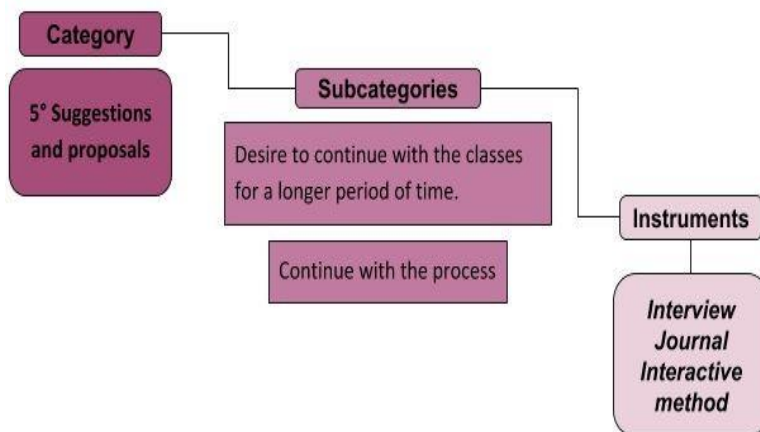
We applied activities with social content, in which students became aware about real world issues and how its could affect them, and at the same time, they were able to give possible solutions to those situations that are frequent in their daily lives, making them active participants of the problem. Likewise, in this particular case our participants got more confidence to share their own points of views, being more secure in oral and in writing skills, expressing different ideas based on themes of interest such as technology, environmental issues, political news etc.

This category, arose from all of our data collection Instruments (Interview, Journal, Lesson Plan, and Perceptions Wall), and although it has not been properly explored in previous researches, some authors by way of Gamble (2013), proposed activities to increase language skill in the students; they also contributed to get abilities for life. In that study, there was an experimental group, in which was given satisfactory results in different factors as learnt content and evidencing the use of

critical thinking in the different themes. In our case, we obtained results as students' awareness of the world's problems, constant reflection of the reality, confidence about different aspects, and students were capable of achieving integral knowledge (practicing instead of repeating).

Taking into account the relevance of learning a second language giving to the process a meaningful approach, Chapetón and Palacios (2014) carried out a research using song with social content, in which they looked to create self-reflection in the learners; to reach this, it was relevant the teacher role, in order to contribute with a meaningful learning in them. The findings of this study revealed that students were involved in classes with a good attitude and assume a critical and constructive points of view about their reality. In this wise, they expressed that now they are more aware about global problems, and their reality; A clear example of this finding is what one of the participants expressed in the perception wall activity developed in the last session; "me quedo con un gran aprendizaje, el tener pensamiento crítico y asertivo ante las cosas, para poder aportar cosas positivas a la sociedad y al mundo." This is something really curious, that they showed the ability to identify the problem and also, think in their positions facing that issue and looking possible solutions for the problematic, since they were getting confidence to share points of view, leaving egocentrism and trying to construct solutions and knowledge as a community.

The proposal to include activities with real and daily content might be a good alternative to motivate students and give a more realistic approach when it referred to learn a second language. In addition to futures researches, it is suggested go deepen in the relation to the social content, critical thinking and lifelong learning matters, in the teachers and students' realities.



Finally we had the figure 11 that shows the fifth category which was **suggestions and proposals**, in this category the pre-service teachers, gave to the students the opportunity to share their viewpoints depending on what they

Figure 11 considered relevant to mention

according to the sessions and the different activities, learnings, teaching alternatives and the inclusion of the critical thinking as a new way to develop the class.

Since students were mentioning their desires as possible improvements for further implementations, besides, this category (**suggestions and proposals**) was found in different instruments what make it a really important one. Basically, the suggestions were about time for implementing the activities, it is to say, they were asking for more sessions and develop the classes during more time. In that order of ideas the participant 2 (2019) highlight “sería bueno que pudieran hacer más clases para así reforzar más temas y aprender mucho más”(perception wall)

In previous studies, was differentiated that the researches do not took into account the suggestions and proposals of the participants, whereas for us it was an important point, since it let us to appreciate and identify what aspects we should enhance in our implementation, and also to confirm how successful and opportune was

the process for the students, for example, the participant 9 (2019) expressed “ for that reason it is one of the new features in our project.

We contemplate crucial the idea to mention what this study generated on students’ expectations about what was implemented, after the last class, students were asked about writing what they would like to be improved regarding the process they just finished and it was honestly gratifying what we found. Students coincided in the desire to continue with the classes for a longer period of time, they expressed their happiness with the study and how much they would like to be part of more classes based on critical thinking activities. Participant 12 (2019) summed up what most of the students suggested when he said that: “ Sigan haciendo estas actividades y propongan estas metodologías en todas las instituciones posibles, ya que permite relacionar vivencias con un idioma diferente y hace más fácil el aprendizaje.” (perception wall). They were appreciating the study and the implementations as a change on their perceptions regarding studying a foreign language implicates and how it is possible to connect it to our realities while we are studying a different culture.

CONCLUSIONS

Based on the experience of this research, we as pre-service and future teachers need to consider and be part of the idea to get out and start thinking out of the box, innovating in the way of teaching and giving the students the opportunity to change their perceptions about learning a foreign language.

Critical thinking is not only the ability to think consciously, but also the capacity to act according to the most objective and correct point, as teachers critical thinking let us to reflect how we can impact the students' realities in order to give them the opportunity living the real purpose of learning.

Action research is a method that let us as future teachers continue reflecting on our teaching process, bearing on mind the fact the we will continue teaching through critical activities, this study will serve as starting point to going further on the matter in our classrooms.

Students of tertiary education like to be active, participative and part of classes based on reality, they are looking to be part of student centered and not teacher centered classes and this is something that as teachers we can reach based on the context and activities implemented.

Working in group is not an easy matter, anyway, it was really interesting since we could have the opportunity to share different points of view that helped to come up with concrete ideas, arriving to a constructive learning stage. Besides, it has been an exhaustive project and without a team work it would not be possible to develop.

Although this research does not solve the teaching process of a foreign language in Colombia, it shows a perspective about what we should continue doing. On the other hand, it is a challenge to the Ministry of Education to think about the manner that the education has been approached, also it is an invitation to the university to continue working on the proposal of this study.

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11 APPENDIXES

Appendix A.

JOURNAL N°1		
PARTICIPANTS:		
DATE:		
PLACE:		
THEME/TOPIC:		
OBJECTIVE :		
TEMATIC AXES	DESCRIPTION	REFLECTION
CONCLUSIONS		LEARNINGS

Appendix B.

JOURNAL N°			
PARTICIPANTS:			
DATE:			
PLACE:			
THEME/TOPIC:			
OBJECTIVE:			
DESCRIPTION OF WHAT TEACHER OBSERVE	CATEGORY	DESCRIPTION OF STUDENTS REACTION	CATEGORY
LEARNINGS:			

Appendix C.

CLASS # _

Student-teacher:		Institution:		Grade:
Date:		Time: 2 hours		N° of students:
Topic:		Language focus:		Skills:
Objectives:				
Anticipated problems & extra activities:				
Homework/further work:				
Time	Stage	Aim	Procedures	Resources

Novelty (especially regarding schedule)
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¹ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

Appendix D

CLASS # _

Student-teacher: Susana Guarin	Institution:	Grade:		
Date: 13. September. 2019	Time: 2 hours	N° of students: 25		
Topic: creating awareness about nature	Language focus: present and continuous past	Skills: Speaking and reading		
<p>Objectives: - At the end of the class students will be able to give their opinions about pollution and the consequences that a bad management of the resource have in the nature.</p> <ul style="list-style-type: none"> - Make students awareness about what we are doing to take care the world we live in. 				
<p>Anticipated problems & extra activities:</p> <ul style="list-style-type: none"> - Discussion, giving opinions about the main topic. 				
Homework/further work:				
Time	Stage	Aim	Procedures	Resources
10 min	Warm up (Storming ideas about an image with real life content)	Introduce new vocabulary and reinforce old one	<p>Describing real life images about the causes of pollution in the world</p> <p>Teacher will paste a couple of image with real content about the today's nature situation in order to make students think a little in the damage that we are causing. Students will have to observe pictures and making a storm of ideas telling words or short sentences related with those images.</p>	Images about the damage of the nature.

² Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

25 min	Presentation (explanation) of the topics through real life examples	Ss are going to learned how present and past progressive are formed.	<p>Asking and giving examples about causes and effects of the pollution</p> <p>Teacher is going to explain the formation of the present and past continuous, firstly she is going to give an example about the topic mentioned before, then she is going to ask students for new ones.</p>	Markers, whiteboard and opinions of students.
40 min	<p>Practice</p> <ul style="list-style-type: none"> - Pictures dictation (air, water, soil pollution) - VIDEO (Man relations hip with the nature world) 	<p>Ss are going to present their possible theories about what is happening in the images.</p> <p>Ss are going to express what they saw was happening in the video about the negative consequences that the pollution has in the world.</p>	<p>Air, water, and soil pollution Picture dictation</p> <p>In this stage ss are going to work in small groups, they are going to have an image about a kind of pollution and they have to describe what they are seeing in the picture by turns, they have to use sentences in present continuous.</p> <p>Then they have to discuss about some strategies to minimize those consequences that the pollutions is having in our lives. Teacher is going to give them some examples.</p> <p>Is the man who is killing the earth? Teacher is going to show a short video about how MEN have been killed the environment slowly, before to watch a video students have to say what they saw in the video using simple sentences in past progressive, at the end of the exercise teacher is going to ask a question:</p> <p>-What are you doing to reduce the impact of the pollution in the world?</p>	<p>Images about different types of pollution</p> <p>https://www.youtube.com/watch?v=WfGMYdalCIU</p>
15	Reading	Use progressive tenses to talk	Negative consequences due to our bad decisions	(Pollution and its

	(Pollution and its Negative Effects)	about a daily situations	Ss are going to make groups of 3, then teacher is going to give each group a reading about pollution. Students have to read and understand the reading to develop the following task.	Negative Effects) Reading
25	Becoming aware of the English topic in today's life .	Discussing and exposing ideas	<p>Ss are going to discuss in their groups about the reading and answer next questions:</p> <ul style="list-style-type: none"> - What do you think are the biggest cause of pollution? - List some strategies to reduce the pollution <p>They are going to have 15 minutes to discuss and take notes about the ideas, then some of the groups are going to share what they thought.</p>	

Novelty (especially regarding schedule)

Appendix E

Student-teacher: Santiago Ciro	Institution: N/A	Grade: N/A
Date: September 13th	Time: 2 hours	N° of students:

Topic: What do you think about...?	Language focus: Present Simple	Skills: Reading, writing, listening and speaking		
Objectives: At the end of the class, Students will be able to give their opinion about an issue or topic presented by the teacher in simple present tense.				
Anticipated problems & extra activities If there is extra time the teacher will ask some students about their opinions regarding the actual situation of Colombian peace process				
Homework/further work:				
Time	Stage	Aim	Procedures	Resources
15 minutes	Warm up “Looking for the opposite verb”	To make Students infer some verbs based on their opposite	“Who of you is my opposite?” The teacher will give to the Ss some pieces of paper with some verbs, each Student will have a specific verb. The idea is that each Ss infer what his/her specific verb means in Spanish. Then each Student must look for the specific opposite of his/her verb	Pieces of paper
30 minutes	Explaining the topic. “What do you infer through opinions?”	To analyse and learn by Students’ deduction the correct form of the simple present sentences	“what do you infer through opinions?” The teacher will divide the Ss by groups of four or five people, He will give to each group some sentences with some opinions about the Colombian peace process but the Structure of the sentences shall be in disorder. The idea is that each group deduce the correct form of the sentences. Finally the teacher will solve doubts related to the grammar of the sentences.	
30 minutes	Exercise “What is your point of view about this images”	To create a story related with some certain images	Sharing our Stories The teacher will paste some pictures on the board correlated with the Colombian peace process. The Ss will create a story using critical sentences based on the present simple tense. Then they will share the story with their classmates and check if the sentences are correct or not	Images (related with the Colombian peace process)

15 minutes	How did you feel during the class?	To promote the speaking skill with public using critical thinking	Let's answer this The teacher will select some of their Ss and make the question How did you feel during the class? Regarding the development of the class and the activities.	
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CLASS #2

Appendix F

Implementation N° 3

Student-teacher: Eliana Santana		Institution of tertiary education of Rionegro		Grade:	
Date: Wednesday, September 20 th		Time: 2 hours		N° of students: 22	
Topic: travel in time		Language focus: Simple past		Skills: Reading, writing, listening and speaking	
Objectives: At the end of the class, Students will be able to talk about past events and at the same time they will be aware about how the internet has changed our lives.					
Anticipated problems & extra activities If here is enough time the students will observe the posters and they will analyzes the reflections and they will take the reflection that most attracts their attention.					
Homework/further work:					
Time	Stage	Aim	Procedures		Resources

⁴ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

15 minutes	Warm up	To activate and engage the apprentices to the topic based on the reality	<p>Social anxiety</p> <p>The teacher will ask to the students to go out to the classroom in order to observe some pictures that will be previously stuck on different parts of the walk, this pictures will project the excessive use of internet. The idea is that they take notes on what they observe.</p> <p>After that, they will come back to the classroom, then students will share what they experienced on the walk using the simple past.</p>	Cruel reality pictures
40 minutes	Pre activity	To clarify possible doubts about simple past	<p>Where the verb belongs?</p> <p>The teacher will review the past simple explaining the rules of regular and irregular verbs, giving them examples in affirmative negative and interrogative form, then the teacher will divide the board into 4 parts with the rules of regular and irregular verbs (1. add ed, 2. add d, 3. regular verbs and 4. irregular verbs), then the teacher will give to each student a verb in the infinitive form from a bag. The idea is that students go out on the board and write the verb in the correspondent column and write it in the correct form of simple past, after that the teacher and students will check together if all the verbs are well written, if the verbs are not well written, the teacher will ask to the students the correct form and they will correct them together.</p> <p>See the list of verbs below</p>	Mystery bag

25	During the activity	raise awareness among students	<p>Where is people attention?</p> <p>The teacher will project a video in which students will watch content about different ways how smartphones have completely ruined our lives.</p> <p>After watching the video, the teacher will ask to the students to make a circle to propitiate an environment of reflection with the purpose of sharing opinions and points of view about how the smartphones changed our lives.</p>	<p>The Quality of life</p> <p>https://www.youtube.com/watch?v=Vq9AatYBn4s</p>
20	Post-Activity	To make a final reflection to know students opinion	<p>Wall of perception.</p> <p>The teacher will put an empty poster on the wall, then students will receive some markets in order to write their own reflection about the perceptions they got from the activities worked in class.</p>	Reconstruction of a past without smartphones

Novelty (especially regarding schedule)

Appendix G

CLASS # 4

Student-teacher: Duvan Gomez Gonzalez	Institution of tertiary education	Grade:
Date: 20/09/2019	Time: 1 hour and 40 minutes	N° of students: 22
Topic: Technology and society	Language focus: future simple	Skills: speaking, writing, listening, reading.
Objectives: Ss will be able to express possible future events based on their own considerations and Analysis		

Anticipated problems & extra activities:				
-the teacher is going to take some extra curious questions about the future of technology in order to discuss them.				
Homework/further work:				
Time	Stage	Aim	Procedures	Resources
15 min	Warm up	-To catch my students attention and introduce them to the topic	<p>MY PERCEPTION OF FUTURE</p> <p>-The teacher will start showing to the students a video about near future technology advances, while students are watching the video, the teacher is going to paste some incomplete sentences in order to make students complete them using future simple with (will) after watching the video. They should complete the sentences without using the ideas presented in the video, they should write their own ideas.</p> <p>(sentences)</p> <ul style="list-style-type: none"> - In 20 years society _____ - In 20 years smartphones_____ - In 20 years robots_____ - In 20 years artificial intelligence _____ 	<p>-pieces of paper with different sentences</p> <p>-video https://www.youtube.com/watch?v=AuVHftBiDVw</p>
15min	explanation	To review future simple (will and be going to)	Firstly the teacher is going to ask students about what's future? when to use it? And structures they already know. Then the teacher is going to remind different structures, and uses of future simple, giving some examples on the board. Some of them will be the sentences got from the warm up	-board -markers

⁵ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

30min	Reading	<p>-To present the students the bases to develop the next activity</p> <p>- problematic issues</p>	<p>Future problems</p> <p>-There are going to be some readings divided in different categories related to technology and society, the idea is that Students are going to get in groups, each group is going to receive a one of the readings, and they should read and analyze the problematic presented in the reading.</p> <p>After this, based on their analysis and using future simple (will) they should describe in a piece of paper, how that specific problematic problem will advance, why it is going to be a problem and how could affect society and directly themselves.</p> <p>Reading categories:</p> <ul style="list-style-type: none"> -Technology and relationship of future generations -Technology and health -Technology and pollution -Technology and time management -Technology and employment 	-readings
30min	Problem solving	-Raise awareness among students	<p>- Am I involved in future technological issues?</p> <p>- As each group has predict a possible future problem regarding the excessive use of technology, each group is going to exchange the piece of paper they had, now each group has a different problematic aspect of future technology, the idea is that each student in the groups will think about how he or her could manage that situations, how can be solved, for this they are going to have 10 min, after that all participants in each group will share the ideas combining them</p>	

20m in	Sharing ideas	To know student's opinion	in order to get a possible solution for that problematic issue. In a u-shape each group is going to share the possible solution they found, also giving the opportunity to others groups to take part and share their beliefs and opinions about future technological problems.	
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Novelty (especially regarding schedule)

Appendix H

CLASS #5

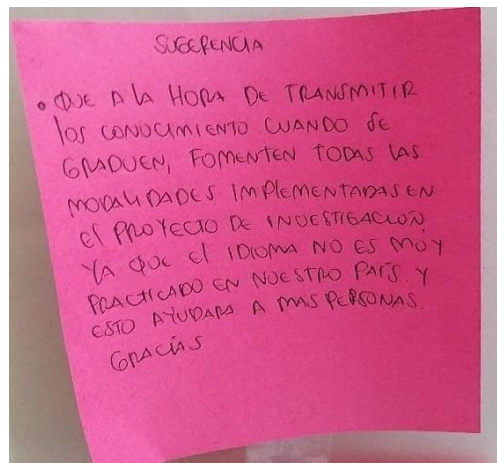
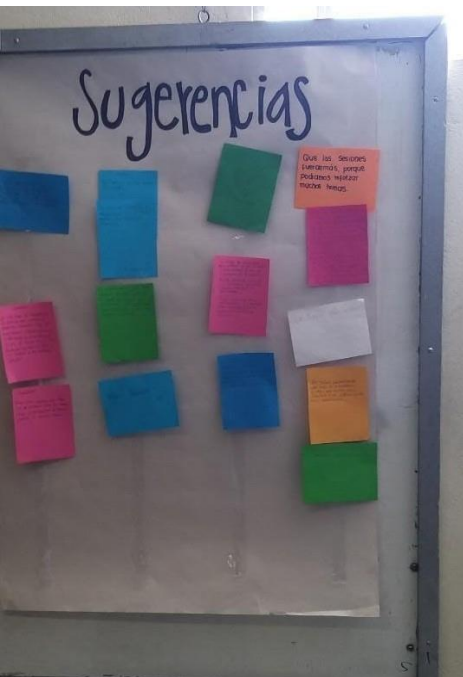
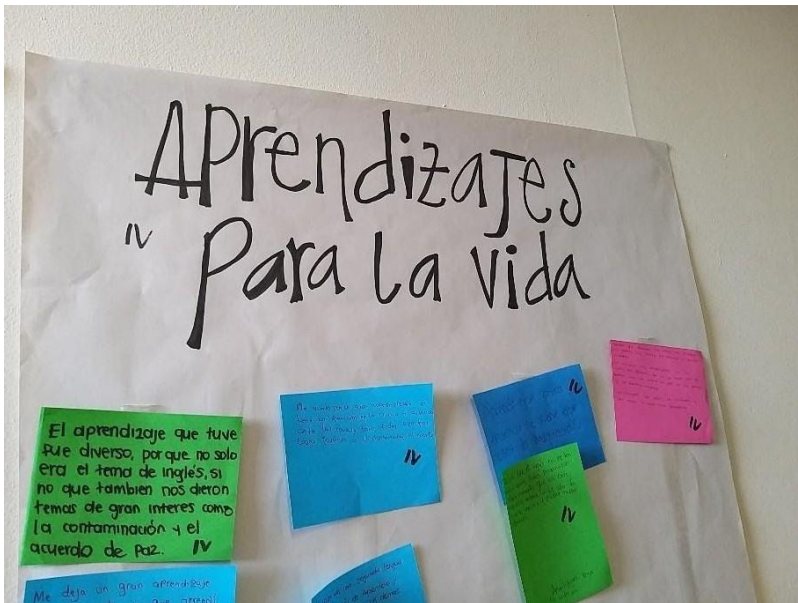
Student-teacher: Santiago Ciro	Institution: N/A	Grade: N/A		
Date: October 11 th	Time: 2 hours	N° of students:		
Topic: What if you share your point of view...?	Language focus: First And Second Conditional	Skills: Reading, writing, listening and speaking		
Objectives: At the end of the class, Students will be able to share assumptions based on the probability of happening regarding real situations.				
Anticipated problems & extra activities If there is extra time the teacher will solve students doubts about the topics, regarding the hypothetical situations presented through the activities of the class				
Homework/further work:				
Time	Stage	Aim	Procedures	Resources

⁶ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listening) / grammar practice / assessment

15 minutes	Warm up “Chinese whisper”	To make Students get engage with the topic	<p>“My assumption is not yours” The teacher will make a line with the Students, each one of them will tell near the ear a sentence that the teacher will give them. The idea is that the last member of the line mention aloud what understood. Then they will rotate in order to make each one participate and tell aloud what understood</p> <p>PHRASES:</p> <ul style="list-style-type: none"> - If I study more, I will have the opportunity of find a job - If the class do not be boring, I will be more participative - If the scholar system do not worry about notes, The students will become smarter. - I will understand the topic if each classmate help me to - The teacher will present other activities if the students like this one 	
30 minutes	Explaining the topic. “what will you do if. ”	To analyse and learn by Students’ deduction the correct structure of the First and second conditional	<p>“what about being a celebrity?” The teacher will make some examples in order to make the Ss get engage and understand the topic. Then the teacher will ask some questions to the students related to some assumptions about being a celebrity. The idea is that students answer this questions using the first conditional.</p>	
30 minutes	Exercise “roll the dice and make an assumption related to young romances”	To create random assumptions	<p>I suppose that The teacher will divide the students by groups and will give to the Students a domino game with some statements related with the first conditional, the students have to finish the statement using the first conditional.</p>	
30 minutes	Exercise “Creating a conversation by pairs”	To learn the second conditional by creating a conversation	<p>Let’s answer this The teacher will ask to the Ss be divided by pairs, then they will ask some questions each other in order to know what is the point of view based on the question using the second conditional. The teacher will make an example in order to make them infer the structure and solve doubts</p>	

<p>30 minute s</p>	<p>Moral Dilemmas:</p> <p>“If you had to live with noisy neighbors what would you do?”</p>	<p>To discuss stimulating the perception of a situation of real life.</p>	<p>I will answer before you...</p> <p>The teacher will ask a question to some of their students, then one of their mates will answer the question before his or hers, finally the person who the teacher have asked before, will give his/her answer. The whole group will share opinions about those answers.</p>	
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Appendix I



Appendix J

INTERVIEW

- 1) Cuéntanos un poco acerca de su experiencia como docente y los años que le ha dedicado a esta maravillosa profesión.

1.1 En Cual universidad ejerció sus estudios académicos de la lengua extranjera?

- 2) Cuáles son o han sido sus métodos de enseñanza más exitosos?

- 3) Conoce que es investigación acción /action research?

- 4) ha trabajado con esta metodología en algún momento?

- 5) Para usted qué es pensamiento crítico/ critical thinking?

5.1 Ha usado o implementado alguna vez critical thinking en sus clases? Como?

5.2 en el momento que implementó critical thinking en sus clases, cuál fue la reacción de sus estudiantes?

- 6)Cuál es su percepción o los comentarios que le han hecho sus estudiantes acerca de las actividades de critical thinking que hemos venido empleando en sus clases?

Appendix K

CONSENTIMIENTO INFORMADO**Acercamiento al contexto de la institución de educación terciaria del Municipio de Rionegro Ant**

Objetivo General: Realizar un acercamiento a las diferentes dinámicas del contexto.

Objetivos Específicos:

- Observar la metodología, y actividades propuestas por el docente de inglés en una clase de lengua extranjera en e
- Observar la respuesta de los estudiantes de la institución, a las diferentes actividades propuestas en sus clases de lengua extranjera.

La información solicitada en este ejercicio hace parte de un proyecto de investigación que tiene como propósito promover la enseñanza de inglés y su vez promover el pensamiento crítico en ámbitos educativos, teniendo en cuenta las dinámicas y particularidades del contexto.

Su participación consistirá en brindar información que permita conocer sus vivencias y percepciones con respecto a la educación en contextos formadores y, específicamente la enseñanza y aprendizaje del inglés como lengua extranjera. Estos datos servirán como ejercicio de autoevaluación del programa y como insumo para el fortalecimiento del mismo.

Actividades a realizar

Durante las visitas a la institución se realizarán:

1. Observaciones de clase
2. Aplicación de Actividades que fomenten el pensamiento críticos en los estudiantes
3. Entrevistas y charlas informales con directivos, docentes y estudiantes.
4. Análisis de documentos: documentos institucionales y materiales de clase.
5. Registro fotográfico de las instalaciones de los centros de formación

ANONIMATO

La información personal permanecerá en el anonimato. Al momento de socializar el estudio se usará un seudónimo para cada participante con el fin de proteger su identidad.

FORMULARIO DE ACUERDO DE LOS PARTICIPANTES

1. Confirmamos que hemos leído y entendido la información proporcionada al participante para el estudio anteriormente mencionado.
2. Aceptamos que no recibiremos salario por nuestra participación en este ejercicio.
3. Entendemos que nuestro anonimato será garantizado si se publican fragmentos en cualquier medio de comunicación.

4. Estamos de acuerdo en que la información que lo acompaña pueda ser:

- (i) Puesto a disposición para legitimar la investigación en la Universidad Católica de Oriente y otras instancias académicas;
- (ii) Citado en obras publicadas o utilizado en presentaciones públicas;
- (iii) Entendemos que nuestra participación es completamente voluntaria y sin ningún tipo de consecuencias.

- Nombre de los participantes que acuerda: _____

Nombre del investigador que recibe el acuerdo: _____

Firma del investigador que recibe el acuerdo: _____

Firmado el día ___ del mes de _____ del año _____

Firmas de los semilleristas participantes

Appendix L

CONSENTIMIENTO INFORMADO

Acercamiento al contexto de la institución de educación terciaria del Municipio de Rionegro Ant

Objetivo General: Realizar un acercamiento a las diferentes dinámicas del contexto.

Objetivos Específicos:

- Efectuar dentro del contexto algunas actividades con temas cotidianos en las clases de inglés con el propósito de fomentar un pensamiento más crítico en los estudiantes.
- Observar la respuesta de los estudiantes a dichas actividades propuestas por los docentes en formación.

La información solicitada en este ejercicio hace parte de un proyecto de investigación que tiene como propósito promover la enseñanza de inglés y su vez promover el pensamiento crítico en ámbitos educativos, teniendo en cuenta las dinámicas y particularidades del contexto. .

Su participación consistirá en brindar información que permita conocer sus vivencias y percepciones con respecto a la educación en contextos formadores y, específicamente la enseñanza y aprendizaje del inglés como lengua extranjera. Estos datos servirán como ejercicio de autoevaluación del programa y como insumo para el fortalecimiento del mismo.

Actividades a realizar

Durante las visitas a la institución se realizarán:

6. Observaciones de clase
7. Aplicación de Actividades que fomenten el pensamiento críticos en los estudiantes
8. Entrevistas y charlas informales con directivos, docentes y estudiantes.
9. Análisis de documentos: documentos institucionales y materiales de clase.
10. Registro fotográfico de las instalaciones de los centros de formación

ANONIMATO

La información personal permanecerá en el anonimato. Al momento de socializar el estudio se usará un seudónimo para cada participante con el fin de proteger su identidad.

FORMULARIO DE ACUERDO DE LOS PARTICIPANTES

5. Confirmamos que hemos leído y entendido la información proporcionada al participante para el estudio anteriormente mencionado.
6. Aceptamos que no recibiremos salario por nuestra participación en este ejercicio.
7. Entendemos que nuestro anonimato será garantizado si se publican fragmentos en cualquier medio de comunicación.
8. Estamos de acuerdo en que la información que lo acompaña pueda ser:

-(i) Puesto a disposición para legitimar la investigación en la Universidad Católica de Oriente y otras instancias académicas;

-(ii) Citado en obras publicadas o utilizado en presentaciones públicas;

-(iii) Entendemos que nuestra participación es completamente voluntaria y sin ningún tipo de consecuencias.

- Nombre de los participantes que acuerda: _____

Nombre del investigador que recibe el acuerdo: _____

Firma del investigador que recibe el acuerdo: _____

Firmado el día ___ del mes de _____ del año _____

Firmas de los semilleristas participantes

Appendix M

CONSENTIMIENTO INFORMADO

Acercamiento al contexto de la institución de educación terciaria del Municipio de Rionegro Ant

Objetivo General: Realizar un acercamiento a las diferentes dinámicas del contexto.

Objetivos Específicos:

- Exponer la percepción del docente encargado del grupo sobre las actividades propuestas por los docentes en formación para fomentar el pensamiento crítico en los estudiantes.
- Identificar puntos de vista, pensamientos del docente titular sobre fomentar el pensamiento crítico en los estudiantes por medio de actividades que los ayuden a pensar más allá y al mismo tiempo que los rete a utilizar el inglés.

La información solicitada en este ejercicio hace parte de un proyecto de investigación que tiene como propósito promover la enseñanza de inglés y su vez promover el pensamiento crítico en ámbitos educativos, teniendo en cuenta las dinámicas y particularidades del contexto.

Su participación consistirá en brindar información que permita conocer sus vivencias y percepciones con respecto a la educación en contextos formadores y, específicamente la enseñanza y aprendizaje del inglés como lengua extranjera. Estos datos servirán como ejercicio de autoevaluación del programa y como insumo para el fortalecimiento del mismo.

Actividades a realizar

Durante las visitas a la institución se realizarán:

11. Observaciones de clase
12. Aplicación de Actividades que fomenten el pensamiento críticos en los estudiantes
13. Entrevistas y charlas informales con directivos, docentes y estudiantes.
14. Análisis de documentos: documentos institucionales y materiales de clase.
15. Registro fotográfico de las instalaciones de los centros de formación

ANONIMATO

La información personal permanecerá en el anonimato. Al momento de socializar el estudio se usará un seudónimo para cada participante con el fin de proteger su identidad.

FORMULARIO DE ACUERDO DE LOS PARTICIPANTES

9. Confirmamos que hemos leído y entendido la información proporcionada al participante para el estudio anteriormente mencionado.
10. Aceptamos que no recibiremos salario por nuestra participación en este ejercicio.
11. Entendemos que nuestro anonimato será garantizado si se publican fragmentos en cualquier medio de comunicación.
12. Estamos de acuerdo en que la información que lo acompaña pueda ser:

-(i) Puesto a disposición para legitimar la investigación en la Universidad Católica de Oriente y otras instancias académicas;

-(ii) Citado en obras publicadas o utilizado en presentaciones públicas;

-(iii) Entendemos que nuestra participación es completamente voluntaria y sin ningún tipo de consecuencias.

- Nombre de los participantes que acuerda: _____

Nombre del investigador que recibe el acuerdo: _____

Firma del investigador que recibe el acuerdo: _____

Firmado el día ___ del mes de _____ del año _____

Firmas de los semilleristas participantes

Appendix N

CONSENTIMIENTO INFORMADO

Acercamiento al contexto de la institución de educación terciaria del Municipio de Rionegro Ant

Objetivo General: Realizar un acercamiento a las diferentes dinámicas del contexto.

Objetivos Específicos:

- Describir las percepciones de los estudiantes de la institución, sobre las actividades y estrategias implementadas en las clases de inglés.

- Describir sentimientos, puntos de vista de los estudiantes de la institución acerca de su experiencia con los docentes en formación y nueva propuesta de enseñanza de una lengua extranjera.

La información solicitada en este ejercicio hace parte de un proyecto de investigación que tiene como propósito promover la enseñanza de inglés y su vez promover el pensamiento crítico en ámbitos educativos, teniendo en cuenta las dinámicas y particularidades del contexto.

Su participación consistirá en brindar información que permita conocer sus vivencias y percepciones con respecto a la educación en contextos formadores y, específicamente la enseñanza y aprendizaje del inglés como lengua extranjera. Estos datos servirán como ejercicio de autoevaluación del programa y como insumo para el fortalecimiento del mismo.

Actividades a realizar

Durante las visitas a la institución se realizarán:

16. Observaciones de clase
17. Aplicación de Actividades que fomenten el pensamiento críticos en los estudiantes
18. Entrevistas y charlas informales con directivos, docentes y estudiantes.
19. Análisis de documentos: documentos institucionales y materiales de clase.
20. Registro fotográfico de las instalaciones de los centros de formación

ANONIMATO

La información personal permanecerá en el anonimato. Al momento de socializar el estudio se usará un seudónimo para cada participante con el fin de proteger su identidad.

FORMULARIO DE ACUERDO DE LOS PARTICIPANTES

13. Confirmamos que hemos leído y entendido la información proporcionada al participante para el estudio anteriormente mencionado.
14. Aceptamos que no recibiremos salario por nuestra participación en este ejercicio.
15. Entendemos que nuestro anonimato será garantizado si se publican fragmentos en cualquier medio de comunicación.
16. Estamos de acuerdo en que la información que lo acompaña pueda ser:
 - (i) Puesto a disposición para legitimar la investigación en la Universidad Católica de Oriente y otras instancias académicas;
 - (ii) Citado en obras publicadas o utilizado en presentaciones públicas;
 - (iii) Entendemos que nuestra participación es completamente voluntaria y sin ningún tipo de consecuencias.

- Nombre de los participantes que acuerda: _____

Nombre del investigador que recibe el acuerdo: _____

Firma del investigador que recibe el acuerdo: _____

Firmado el día ___ del mes de _____ del año _____

Firmas de los semilleristas participantes

Appendix N

CATEGORY	SUBCATEGORY	SOURCE
TEACHER AND PRE-SERVICE TEACHER PERCEPTION ON CRITICAL THINKING AWARENESS	ENRICHMENT OF PERCEPTION IN DIFFERENT WAYS OF THINKING THROUGH TEACHING EXPERIENCE	INTERVIEW
	THE IMPORTANCE OF IMPLEMENTING CRITICAL THINKING FOR ENGLISH LEARNERS	INTERVIEW
	THE TEACHER AS A MOTIVATION TO ENCOURAGE THE STUDENTS' PARTICIPATION IN PROPOSING NEW IDEAS FROM THEIR OWN THOUGHTS AND CONCEPTIONS	INTERVIEW
	CRITICAL THINKING AS AN ADAPTATION OF TOOLS OUTSIDE THE TRADITIONAL TEACHING ENVIRONMENT THAT SEEKS TO FORM AN AUTONOMOUS PERSON TO CREATE THEIR OWN LEARNING	INTERVIEW
	SS PARTICIPATION IN SESSIONS	JOURNAL
	OPPORTUNITIES: IMPROVE ARGUMENTATION CAPACITY.	JOURNAL
	CHALLENGES: LACK OF GIVING OWN IDEAS, GIVE A REAL MEANING TO TEACHING PROFESIÓN.	JOURNAL
	POSSIBILITIES: USE A FOREIGN LANGUAGE TO EXPRESS PERSONAL OPINIONS.	JOURNAL
	NEED OF AWARENESS IN SS REAL LIFE	JOURNAL
	OPINIONS ABOUT STUDENTS PERFORMANCE	LESSON PLAN
	ASSESSING STUDENTS' ENGLISH LANGUAGE ACQUISITION	LESSON PLAN
	INFERENCE OF TENSE STRUCTURE CONSIDERING REAL LIFE TOPICS	LESSON PLAN

CATEGORY	SUBCATEGORY	SOURCE
ACTIVITIES TO FOSTER CRITICAL THINKING	STUDENTS RECOGNIZE THE DIFFERENCE BETWEEN THE TRADITIONAL AND CRITICAL THINKING ACTIVITIES	INTERVIEW
	OPPINION ABOUT CONTEXTUALIZED SITUATIONS	JOURNAL
	IMPORTANCE OF BEING SELF-CRITICAL	JOURNAL
	GIVING OPINIONS USING OWN IDEAS	JOURNAL
	SS PARTICIPATION IN SESSIONS	JOURNAL
	OPPORTUNITIES: IMPROVE ARGUMENTATION CAPACITY.	LESSON PLAN
	CHALLENGES: LACK OF GIVING OWN IDEAS, GIVE A REAL MEANING TO TEACHING PROFESIÓN.	LESSON PLAN
	POSSIBILITIES: USE A FOREIGN LANGUAGE TO EXPRESS PERSONAL OPPINIONS.	LESSON PLAN
	NEED OF AWARENESS IN SS REAL LIFE	LESSON PLAN
	OPINIONS ABOUT STUDENTS PERFORMANCE	LESSON PLAN
	ASSESSING STUDENTS' ENGLISH LANGUAGE ACQUISITION	LESSON PLAN
	AWARENESS ABOUT ENVIRONMENTAL ISSUES	INTERACTIVE METHOD (PERCEPTIONS WALL)
	REFLECTING ABOUT MY POSITION IN FRONT OF OTHERS , A WAY TO GET AN AGREEMENT	INTERACTIVE METHOD (PERCEPTIONS WALL)

CATEGORY	SUBCATEGORY	SOURCE
FEELINGS AND REACTIONS FROM THE ACTIVITIES PROPOSED	AT FIRST DESORIENTATION AND NOT FAMILIAR WITH THE TYPE OF OF ACTIVITIES.	INTERVIEW
	STUDENTS NEED THE GUIDELINES FROM THE BEGINNING	INTERVIEW
	POSITIVE AND SATISFACTORY RESPONSE	INTERVIEW
	STUDENTS FELT VERY IDENTIFY WITH THE ACTIVITIES	INTERVIEW
	ACTIVE PARTICIPATION	JOURNAL
	GETTING LOST WITH INSTRUCIONS	JOURNAL
	SS FEAR TO TALK	JOURNAL
	INTEREST FOR TOPICS	JOURNAL
	CURIOSITY FOR ACTIVITIES AND TOPICS - LIKES FOR AUDIO-VISUAL TOOLS	JOURNAL
	SS FEARS EXPRESING IDEAS	JOURNAL-INTERACTIVE METHOD
	SS MOTIVATION	JOURNAL
	DEPENENCY TO TEACHER	JOURNAL
	SS DISREGARD TO EXPRESS THEIR OWN IDEAS	JOURNAL
	SS LACK OF AUTOMONY	JOURNAL
	TOPICS EXPECTATIONS	JOURNAL
	INCREASEMENT OF PARTICIPATION REGARDING PROBLEMATIC ISSUES	LESSON PLAN
	POSITIVE AND NEGATIVE STATEMENTS	LESSON PLAN
	WORRIES ABOUT REAL LIFE FACTS	LESSON PLAN
	MOTIVATION OF CREATING NEW LIFE HABITS	LESSON PLAN
	APROPRIATED COMPREHENSION OF THE TOPICS BASED ON THE OPINIONS	LESSON PLAN
	DREAD FOR THE PHENOMENAS ABOUT DIFFERENT ISSUES	LESSON PLAN
	FEAR TO PARTICIPATION	INTERACTIVE METHOD (PERCEPTIONS WALL)
	GETTING CONFIDENCE	INTERACTIVE METHOD (PERCEPTIONS WALL)

CATEGORY	SUBCATEGORY	SOURCE
LIFE LONG LEARNING	STUDENTS' AWARENESS OF THE WORLD'S PROBLEMS	INTERVIEW
	REAL SITUATION (ISSUES) AWARENESS	JOURNAL
	REALITY REFLECTION	JOURNAL
	CONFIDENCE	JOURNAL
	BECOMING AWARE ABOUT PROBLEMATIC ISSUES REGARDING DAILY SITUATIONS	LESSON PLAN
	CONSIDERING SOLUTIONS BY THE AWARENESS OF PHENOMENAS	LESSON PLAN
	SHARE PROBABILITIES BY USING THE IMAGINATION BASED ON PROBLEMATIC ISSUES	LESSON PLAN
	BE ON THE CAPABILITY OF ACHIEVING INTEGRAL KNOWLEDGE (PRACTICING INSTEAD OF REPEATING)	LESSON PLAN AND INTERACTIVE METHOD
	LIVING EGOCENTRICITY	INTERACTIVE METHOD (PERCEPTIONS WALL)
	GETTING CONFIDENCE TO SHARE POINTS OF VIEW	INTERACTIVE METHOD (PERCEPTIONS WALL)

CATEGORY	SUBCATEGORY	SOURCE
SUGGESTION AND PROPOSALS	DESIRE TO CONTINUE WITH THE CLASSES FOR A LONGER PERIOD OF TIME	INTERVIEW AND INTERACTIVE METHOD (PERCEPTIONS WALL)
	CONTINUE WITH THE PROCESS	JOURNAL