ENGLISH CLASSES AS A TOOL TO GENERATE CRITICAL THINKING

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This article is about the relationship between English classes and Critical thinking (CT), specifically how CT impacts the English Classroom, and how it can promote higher mental skills that allow the development of better critical solutions. This reflection paper is structured in the following way: In the first part, we deal with the idea that is problematized, in the second part, the concepts that guided our research, in the third part, the review of the literature, in the fourth part we describe the methodology, in the fifth part we present our reflection, and in the last part we present our conclusions. This article is part of a research project in the area of foreign languages teaching at a private university in Colombia.

Keywords: critical thinking, English class, EFL,

Este artículo trata sobre la relación entre las clases de inglés y el pensamiento crítico, específicamente, cómo éste impacta en el aula de inglés y cómo puede promover habilidades mentales superiores que permitan el desarrollo de mejores soluciones críticas. Este documento de reflexión está estructurado de la siguiente manera: en la primera parte, abordamos la idea problematizada, en la segunda parte, los conceptos que guiaron nuestra investigación, en la tercera parte, la revisión de la literatura, en la cuarta en la parte como describimos la metodología, en la quinta parte presentamos nuestra reflexión y en la última parte presentamos nuestras conclusiones. Este artículo es parte de un trabajo de grado en el área de enseñanza de idiomas extranjeros en la Universidad Católica de Oriente, Colombia.

Palabras clave: pensamiento crítico, clases de inglés,

Introduction

Critical thinking (CT) is an increasingly important process which involves a conscious and systematic use of different skills. Educators and scholars have seen the implementation of CT in different educational contexts as a valuable opportunity to help students face daily life problems. Although the concept of CT is not new and the suggestions of its use date back to a couple of centuries, only now a considerable number of institutions worldwide are starting to promote its implementation across the curriculum. Brown (2004) suggests that the curriculum should not only focus on linguistic aspects but also on the development of critical thinking.

The role of CT In the field of Foreign Language Teaching has received increased attention in recent years. Developing the student's critical skills has become a major concern for foreign language teachers. Consequently, the literature describing several theoretical and practical aspects of CL is abundant. However, to our knowledge, only a handful of studies have been carried out to explore the effects of promoting CT in an EFL class with high school students in Colombia.

The study, therefore, set out to explore the effects of a CT unit with a group of EFL students of a public school in Eastern Antioquia. To do that, we designed an instructional unit with activities addressing the development of higher-order skills such as remembering, applying, analyzing, evaluating, and creating.

The motivation for this study emerged from our experience as EFL students, we concluded from our previous learning that the implementation of CT as an ability could be beneficial and should be used more often in EFL classrooms. Besides, through empirical observation, we identified some gaps in the way CT was being promoted both in primary and secondary.

Our study could not conclude the implementation stage due to the restrictions established by the government during the Covid-19 pandemic. In effect, we could not explore the issues we wanted, but we believe that the findings from this study would have revealed insights from the students who participated in the implementation of the instructional unit. Thus, the study would have contributed to educators' knowledge about the effects of promoting CT in high school contexts. The findings might have had implications for the students, their parents, and the institution.

The major limitation of this study was the pandemic since we had planned to collect our data in the schools where we were doing our practicums, and these were all closed. Additionally, a second limitation was the lack of time for the implementation of a CT instructional unit and for analyzing the effects of such implementation. This study was also limited by the lack of support and willingness to participate on behalf of the institution where we were carrying out our investigation.

The following question guided our research: what are the effects of implementing a unit under the principles of CT with a group of eleven graders in their EFL classes?

The following sections include the literature review, an overview of the theoretical tenets of our study, the setting in which the study was being conducted, the reflections that emerged from this study, and a discussion of these along with some conclusions and implications.

Literature review

Taking into consideration our purpose which was to identify and analyze the effects of implementing a CT unit with a group of secondary EFL students. We have reviewed some articles about the implementation of CT in educational contexts.

Fuquen (2013) implemented tasks to encourage CT in his study. This implementation was carried out in an undergraduate program at a university in Colombia. In this implementation, students listened to different kinds of songs that problematize some aspects like, racism, inequality, slavery, power relationships, and discrimination.

 Regarding the methodology, the researchers implemented critical thinking related tasks in order to encourage participation in the implementation of the study. As a result, the researcher found that students promoted critical thinking through the analysis, reflection, starting problems, and finding possible solutions. For instance, a rock song (Always), salsa, reggaeton, and Andina songs.

The researchers found that students could express and argue their own points of view showing a reflection according to the task. Most participants agreed on the fact that people should be free, and that it is not a good idea to discriminate. Another song led them to conclude that people

should respect their couples. Moreover, participants showed a critical position in accordance with the topics.

Ramenzy, Larsari, and Aghajanzadeh (2016) conducted a study in which they wanted to find the relationship between the development of CT and the speaking ability in EFL students. In this quantitative study, the researchers tried to determine the correlation between two variables: speaking and CT. The participants were 325 EFL students learning English at Rasht Payame Noor University (PNU). The participants had the same cultural background, and they were between 22 and 30 years old. Data were collected with two instruments: the IELTS speaking test results and Lauren Starkey's Critical Thinking Test (a test with 30 multiple choice questions).

Findings suggest that English speaking production can be fostered through improved CT abilities. According to Ramezani, Larsari, and Aghajanzadeh (2016) "it can be revealed that by increasing the critical thinking levels, the ability to speak has significantly improved. So, it can be predicted that there has been a significant correlation between critical thinking and speaking ability" (p.195).

Similarly, Galpour (2014) carried out an investigation in an Institute of Technology and Higher Education in Rasht, Iran with 94 advanced EFL male learners that have studied English for five years, the main intention of the investigation was to see the performance of the students on different writing models.

To obtain the results the researchers used a critical thinking questionnaire (Honey, 2004) with 30 items with the aim of classifying students as low or high critical thinkers. The scale shows that the reliability of the questionnaire indicated high or low internal consistency.

The results reveal that both in the descriptive and argumentative texts the differences among low and high critical thinkers are notable. Fundamentally, it shows that those students with higher levels of critical thinking can organize their thoughts better, helping them obtain better scores, which implies a high level of cognitive and metacognitive strategies that they use while writing.

This study is useful because there is evidence that supports that critical thinking can help in the process of ESL acquisition, we consider that these results could be useful and effective so that we can give support to our work.

Conceptual references

The purpose of our study was to identify and analyze the effects of implementing a CT unit with a group of secondary EFL students. In the following lines we are going to present the concepts of CT and six of the concepts that guided our research and that are part of Bloom's taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating. Finally, we are going to present the concept of metacognition.

Critical thinking

Critical thinking is a long-life skill that people could develop in order to apply into their lives, according to Walker (2003) critical thinking includes four different aspects: first, purposeful thinking in which individuals systematically and habitually impose criteria and intellectual standards upon their thought; second, a composition of skills and attitudes that involve the ability to recognize the existence of problems and to support the truthfulness of the

problems; third, the propensity and sill to engage in an activity with reflective skepticism; and fourth, The process of purposeful, self-regulatory judgment. (p. 264) In summary, we can say that CT encompasses a set of sub-abilities such as comprehension, analysis, evaluation, posing and solving problems.

Bloom (1956) proposed a way to categorize the level of critical thinking, he included six levels such as, knowledge, comprehension, application, analysis, synthesis, and evaluation. This hierarchical organization was adapted for a group of cognitive psychologists in 2001 and they established a more dynamic conception of classification like remembering, understanding, applying, analyzing, evaluating, and creating.

The definition of each level of the higher mental skills which encompass CT is given by Anderson and Krathwohl (2001) who describe these concepts in the following way:

Remembering

The first stage of the bloom's taxonomy presents a skill that is used to retrieve information or definitions from memory. According to Anderson and Krathwohl (2001), remember is the process in which the memory is used to produce definitions, facts, lists or to recite or retrieve material. In this stage, students would describe, differentiate, and discuss their knowledge in each skill. This is the base of the hierarchical level of CT since it only requires recalling and reciting previously learned information.

Understanding

The meaning is constructed from different sources of information, understanding encompasses other sub-skills such as recognizing and classifying all the kinds of information and

then explaining and summarizing the knowledge acquired. This process could be held by different input media such as written or graphic. In the definition bundled by Anderson and Krathwohl's (2001) other sub-genres that include the process of understanding include interpreting, summarizing, comparing, explaining, exemplifying, and doing advanced research.

Applying.

This level comprehends two cognitive processes. The first, executing, is a process in which learners are familiar with the information they are acquiring, the second one, implementation, is the opposite, and it occurs when the learner is not familiar with the process. This term according to Anderson and Krathwohl (2001) "Apply involves using procedures to perform exercises or solve problems. Thus, applying is closely linked with Procedural knowledge"(p.77)

Analyzing

Analyzing is related to breaking material into its fundamental parts and determining how the parts are related between them in an overall structure. This process also includes other sub-categories like differentiating, organizing, and attributing. In other words, analyzing refers to drawing connections among ideas. According to Anderson and Krathwohl (2001) " Analyzing includes learning to determine the relevant or important pieces of a message (differentiating), the ways in which the pieces of a message are organized (organizing), and the underlying purpose of the message (attributing)"(p.79)

Evaluating

Evaluating is the second highest point according to the taxonomy, according to Anderson and Krathwohl (2001) Evaluating is defined as "making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency. They may be determined by the student or by others. The standards may be either quantitative or qualitative" (p.83). Besides, Bloom (1956) suggests that "evaluation is defined as the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc. lt involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying." (p.185)

Creating

This process is the most difficult mental function to reach in this taxonomy model. It is defined as putting and using the elements together to form a coherent or functional whole, it also involves generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new. Anderson and Krathwohl (2001) state that "create involves putting elements together to form a coherent or functional whole. Objectives classified as Create have students make a new product by mentally rearranging some elements or parts into a pattern or structure not clearly present before" (p.85).

Blooms Taxonomy - Revised
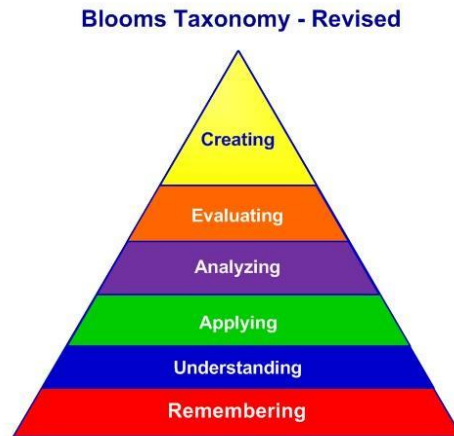
Metacognition

      The concept of metacognition involves several mental skills that allow us to control and regulate ourselves in terms of our own learning process, in other words, this is a reflective activity that helps us to be more aware of how we learn. According to Pineda (2004) "Meta-cognitive strategies include, but are not limited to perception, critique, judgment, and decision-making that allow learners to orchestrate and self-regulate their own learning. This notion of self-regulation in thinking leads to autonomy and learning to learn."(p.52). This process of metacognition is generally included in the process of critical thinking, since it is a long-life ability which affects every part of our life. Buron (1993) suggested the concept of metacognition which is essentially knowledge, specifically with the regulation of our own cognition and our mental processes.

      It means that metacognition aids students to have more autonomy about what they learn, to gain independence about what strategies to use, and to acquire initiative to search for the information they need.

Methodology

Considering the closure of all academic settings caused by the obligatory confinement during the Covid-19 pandemic in the first semester of the year 2020, we can say that it was impossible to carry out our research in the way we had planned since we required to work with specific participants. Due to the impossibility to commute between towns, and also because all the educational institutions were closed, our research project did not go as planned. Therefore, this section talks about the possible achievements that we would have had if the pandemic and the confinement had not occurred. Moreover, in this part, a reflection is incorporated so that we can contextualize the possible achievements with our personal reflection.

The purpose of our study was to explore and develop an instructional unit in order to encourage CT in English language learners and explore its effects. This study would have been carried out following a qualitative approach because the researchers were insiders in the context who implemented the unit and gathered information. Our project was a case study because of the way critical thinking could be identified inside the classroom. We wanted to implement activities to help promote higher-level abilities with the aid of English as an intermediary. Additionally, the English units would have tackled the question about how implementing instructional units in English could hone students' CT abilities.

Contexts and Participants

The location in which this study was going to be carried out in the only educational establishment that provides all the academic formation in the urban area and run by the government of a small municipality of eastern Antioquia. The criteria to select participants relied on the necessity to understand the background of this context more specifically in the field of

education, thus we focused on teenagers. In this case, the participants in our study were students who were among the ages of fifteen(15) and seventeen (17), and who have in common the fact of being EFL learners students of the last grade offered in the institution, additionally, in this case, the researchers would have been insiders and active part of the development of the collection of the data in the role of attendants and instructors. The number of participants selected that we planned was six (6) taking into account the group results gathered in the development of the unit.

Methods for Data collection

In order to gather enough material to answer the research question and tackle the purpose of the research, for our study we planned to use some methods which are normally used in case studies such as, interviews, observations, and students' answers. These methods would have provided the data that this research needed to answer our research question. These methods will be described in the following paragraphs.

Semi-structured Interviews. The purpose for selecting this method is that it helps to deeply explore and understand issues considering the material associated with CT and English. Hancock and Algozzine (2006) pointed out that when using semi-structured interviews "researchers ask predetermined but flexibly worded questions, the answers to which provide tentative answers to the researchers' questions" (p.40)

 Therefore, in this study, semi-structured interviews were going to be applied to six (6) students who were chosen based on their participation and gains in terms of CT.

Observations. With the aid of observation, this study aimed at collecting descriptive information about the participants so the researchers could observe how English helps to

promote CT. Observations were used in this case study since the researchers were also the teachers and spent a considerable period of time with the participants. Hancock and Algozzine (2006) stated that "the researcher develops an observation guide and conducts the observation in a setting chosen to maximize the usefulness of data that are gathered. Responses are systematically recorded for later review and analysis" (p.47).

Student's Answers or Interactive Methods. With this method, the aim was to collect information about the participants' perceptions related to the topic. This method is flexible and interactive and elicits information about participants feelings, lived experiences, perceptions, and points of view with the intention to promote social interaction among the participants, its benefit can be argued in the construction of collective knowledge allowing the researchers to use a variety of elements to compare and analyze.

Data Analysis

Although we could not collect all the information we expected from the beginning, the lockdown that suddenly was imposed upon us, modify completely the schedule and the implementation of the units. Besides, the complete activities of the school were suspended. There were not enough classes in which we could collect the data required, moreover the researchers could not commute among towns. As a consequence, the real data is not complete, or is not a reliable source of information in order to prove the subjective reality we intended to find through critical thinking.

To sum up, the methodology we will use in some specific methods to gather the information which are based on case study. These methods are used in order to answer the question how CT could be improved with the help of English units. In the next part, the research will have the findings about the implementation of the study so as researchers could deal with the purpose and identify if CT is developed using certain English units.

Therefore, we wanted to state in this reflection all the procedures we were going to implement to carry out the analysis of each component of the data collection methods. The process of gathering information through the interviews was going to carried out via transcription of them, by that method we intended analyzing the student's responses individually, registering what they said and what occur during the interview, in the transcription we aim to create an analysis of the situation, the roles that were involved on the interviews, the physic space in which the interview was held, the communication skills of the students and in general we will intent to create an overall idea of the conditions that were set to for the interview. With the next method which is observations, the idea was to observe during the classes, the perceptions, reactions and feelings of the participants that emerge during the implementation of the unit, the researches were going to jot down ideas, manners, positions, interactions among students, receptions of the materials, any kind of information that we consider relevant for the purpose of the investigation. The last method which is the interactive method would be based on the interpretations of the participants to certain images and codes related to CT, our purpose was to gather the similar answers, look for significative words considering the categories related to the topic. Then having all the data we could move to the analysis in which we intend to find patterns in the participants behavior that could give us a general idea of how they perceive CT in their classes keeping in mind the purpose of the work.

Assuring the clarity of our research question, there is the necessity to state a series of priorities in order to measure the data. The aiming of this project should be considered to recall the analysis of the data seeking for correlations and similarities with the answers of the persons involved in order to define the best course of actions. The sample of the participant must be at least from six people in order to guarantee a triangulation of the information, the criteria to select them is related to participation and performance during the lessons. The process of gather information will be carried out individually in some cases and in groups depending on the data collection that is used, the length will be discussed in order to avoid harassing the participants and prevent any discomfort in the development of academic activities by participants.

Ethical considerations

Considering that many ethical issues can arise during the collection of the information to be analyzed and baring the main intention of the look for the veracity in this research project there are certain affairs that should be considered in order to avoid unwanted misunderstandings and threatening the participants for this reason the objective and the purpose of collection information also must be included. Considering the age in this case teens, the path of the information gathering must ensure impartiality and clarity respecting the personal desires and information collected from them. For the purpose of being coherent with our subject a consent form was designed and delivered to all the participants, as the research process will be followed in the outgoing of the classes that fact should be stated on the consent form additionally to the treatment of the information.

Reflection

As students, we still have many flaws, doubts, and challenges that predisposed us to a period of change and evolution. Regarding our process, the university provided us with sufficient resources for our thinking to go from one state to another, evolving from a normal state to a critical state. Additionally, we grew as humans and we prepared our minds and spirits to teach, which is a fundamental process in every person's life. Thus, it is important to have the awareness and resilience to be able to face challenges, individually and collectively, manly for the fact that we have to take responsibility to educate other living beings that think, feel, and are evolving through the time, our experience as pre-service teachers has led us to a major state of conscience and confidence, giving us the tools to face all the challenges that the academy present to us. All this process has been satisfactory for us.

It has left valuable lessons and teachings too, understand the reality of the students is a hard task, it leads to reflect on what is important for them. One of the major issues we realize during the process was that as we were progressing through college, our expectations increase about what we would find in real life, then when we arrive at a classroom we found a totally different reality,. Therefore, the first lesson in this process was to lessen our expectations about the students' performance. Being involved with them and experiencing sharing time and experiences among them was satisfactory, also taught us to have patience, to have control over emotions because in some cases knowing their living experiences was touching, though we realize that we have to be mentally and emotionally strong.

Below the researchers express their personal reflection about the project itself, each researcher has different perceptions and will be expressed separately. Thus, the first depicts the

reflection of the researcher 1, Santiago Gil, while the second part, the reflection by the researcher 2, Santiago Martinez.

Santiago Gil's reflection.

For the type of investigation we researchers as an active part of the investigation process we could experience beforehand what critical thinking means in the process of learning. In this case, our proper learning will serve as an approach being for us, the most specifying case to talk about.

Through the process of our career in the university we were immersed little by little in the process of research, semester by semester we became more aware of this subject and after several times we discovered that research impacted considerably our learning process and our lives. Thanks to the research I personally could learn about topics that I haven not knew before, I realize how research is important in every aspect of the academic life, it helped us to improve the learning and the studying process and reasonably increase our awareness of reality as well as give us the advantage to access to all the knowledge of humanity in hundreds of specific topics.

Something to take into account and undoubtedly a crucial resource during any research project, is the time, and consistently, any researcher can say how long it took to make a solid research through all the stages, that in fact, it could take too long; In our case, I sincerely should say that we have had to work harder during the beginning of our project, all of that regarding all the challenges that arose during the first phase of our practicum and the starting of implementation of the unit.

Whereas we advance in the project, establishing a reachable objective to have in mind during the implementation was too important, we learned many things such as how attached to reality we should be, an important matter we barely thought at the very beginning, it

was to not set goals that were not possibly be reached by us in that reality. In spite of the time we spend working on the project, when we set our question, our objective and create that relationship with our real experience, we had never imagined that the outcome would be such a failure to not being that pessimistic, we could never imagine that in the top of our degree something as a global pandemic virus could change all that drastically.

I had a strong feeling that everything could have been much better, we encounter a solid methodological base and we had created a sequential path that could lead us to develop a great job while implementing, everything was disposed to us to do so, the school, the group, the participants, the planning and even though we could not implement since the very beginning the idea was to use adapted materials to that purpose, as we have planned we aimed to implement a unit in which we would base all of our research work.

The unit we spent several hours designing was the holy bible for us, that one had the objective to serve us, as a guide to get our job done during the implementation process, this unit was adapted from a general examination of the Colombian state that measures the level of development of academic skills in different fields. The aim of the unit was to impact our students' lives with the clear objective of fostering critical thinking in them through the use of English as a tool. I could only imagine how it would be, a lot of participation, a lot of imagination, several questions, a lot of team working and deep analysis about problematizing topics that we see commonly in our society and that concern to all of us.

As proposed for some authors critical thinking is a long term ability that each student should foster since young ages, this abilities grants to them, better use of decision making, problem solving and awareness of their own learning process, having said this we intended to

create the space during the English classes to develop those abilities in our students and the see what will happen to have their perceptions and their comments as the base for our results

Santiago Martinez' reflection.

This reflection is related with my experience as a student, also as a teacher and in this section, I will discuss different topics which I consider that are important such as what did I learn regarding the whole process like the planning, the writing process and what would do better

Firstly, I realized that during this process of the planning, programming and reformulate this research project, I learned from different situations in which I was involved, for example, with my partner we discussed what was the better methodology for our research, in this part I learned a little bit about systematization of experience which was a proposed that we did not select, the case study was the path that we selected until the beginning of the pandemic. finally, we opted for the reflexive article because it was the easiest way to finish this work. in the writing part, I can identify some sections which require a lot of work, or at least a lot of reading like the literature review and the conceptual framework.

Before the pandemic, our proposal for the research was carried out in a good way since we delivered the consent form to the participants, and after the first day of the implementation of the instructional unit, we did no continue because the situation just got worse and worse with the virus. In addition, something that was useful for me is the fact that we found a lot of different

documents in which we learned about our main topic which is CT and this was enriched by the advisories and the discussion that we had with our advisor in which some conclusion just arouse.

Something that would have been better is the fact that we could have adapted our project in order to respond to the current situation (virtuality), but certainly, it is not so easy due to the fact that we are immersed in a rare situation in which all of us are beginners, for example we need to acknowledge that the implementation of this work would have been difficult to apply and collect data that is trustworthy because we are not familiar with that virtual approach neither the participants.

Finally, I realized that there are many ways to carry out research, but this really depends on the topic, the possible participants, the research question, and what the researchers want to obtain. As a possible implication for the future, I would say that if other researchers plan to implement something probably would need to adapt to this situation, in other words, this implication is related to have plan A, plan B, plan C… so that the research can gather enough information in order to get the job done in an exceptional way.

Conclusion

Considering the qualitative studying that was implemented on the months of February and the beginnings of march in the public institution of the eastern of Antioquia, with the intentions of analyzing the effects of how the implementation of an instructional unit adapted to the English as a foreign language, from a general examination of the Colombian state this with the intention of check if it could develop critical thinking skills on the students of eleventh grade of that institution.

As expected the results were very valuable, even though the implementation were not realized at its full, the outcomes reveal much of what we were aiming for, briefly, it was visible in the students according to some conversations and discussion held with them, that they had improved considerably, their comprehension for texts, also improvements in the ability to remember the information of specific topics, their understanding and their interpretations in some aspects mentioned on the Bloom's taxonomy that are related with critical thinking.

As we could evidence during our implementation, critical thinking can be witnessed in a similar way, as implemented in the study of Fuquen (2013) in which the researcher found that the teacher can promote critical thinking through the analysis, reflection, stating problems, and finding possible solutions of different problems. Therefore, in our implementation, we were thinking about including in the instructional unit some controversial topics which encompass student's ability to analyze, reflect, and propose solutions depending on the context of the problem.

Secondly, due to there are several evidences that Critical Thinking can give support to the process of ESL acquisition as it happened in Ramenzy et al. (2016) in the case of they found that they could observe a foster in English speaking production through improved CT abilities. Thus, in our research project as a proposal we as researchers were looking to improve their language learning using materials that in a certain way encourage the CT so that their learning process can be facilitated.

Taking into account how modern society behaves, the natural events that we as humans can not control, we can not expect the impact of a global catastrophe in our daily life, how an epidemic disease, would change so drastically all social scenarios and cultural activities. The

alteration of all the men and women's normal operations impacts the implementation of the project and even the whole functioning of the communities and all the people who operate around these activities.

Resilience has characterized our evolution, it has granted us with knowledge, the ability to find the cause of the problems, how to handle stressful situations, handle emotions, it has also provided us concern about the functioning of our minds and how we configure our thoughts in order to become critical thinkers.

This study has influenced our own practice. Only if, in the case that the implementation of the project could have been done completely, the reflection about the outcome of the living experiences of the researchers would not be affected nor biased. The participants that were involved in the whole process of researching, we as students, we as teachers and our pupils that help us as an argument for this investigation, if it had not been for all of them, we would not have reached the goal we set ourselves and the results we hoped to find on critical thinking.

As the research project was evolving we realized how critical thinking is deeply rooted in the evolution and development of every child in the process of becoming a competent thinker, able to reason, interpret, think, with sufficient skills to be autonomous, empathetic, sociable and to make use of critical abilities to understand their reality and their environment.

Since the beginning the aim was to create some sort of good impact in the school where the implementation was carried out, we did not know how worked the acquisition of critical thinking was and thanks to the investigation we reflect on the process and figure out a possible method to foster the development of critical thinking on students in elementary and high school students.

For the people who works in the field of education and that are generally related to practice, we believe that critical thinking should be incorporated in all the components of teaching no matter the subject, as mentioned, CT it is strongly bound with the learning process, the metacognitive abilities of the students and the self-awareness, self-confidence and ability to reason about reality on these learners.

Regarding the limitations of this study, we need to acknowledge that we as researchers faced a lot of them, especially taking into consideration the current issues such as the pandemic Covid-19. The major limitation that we faced when we were carrying out the research implementation was the look-down and the restriction that the government imposed on all the educational institutions, as a consequence of this, we could not finish the implementation and the gathering of the sufficient data as we thought.

Another limitation that initially emerged was the fact that not all the students were willing to participate since we delivered to them the consent form in which we specified the permission and the other major concern regarding the activities that we were going to implement if they assumed the agreement of giving to us the consent form on time.

For future research on topics related to critical thinking, we would say that we have some experience because we gained during our process as researchers and students. Taking in consideration the limitations that we faced during the implementation of our research project, our first suggestion for future researchers is to be willing to adapt the research project based on the changes that emerged in the context. In order to illustrate that we need to acknowledge that our research project in a certain way could be adapted to the issues we are facing nowadays the only

problem was that not only we as researchers must adapt but also the context, some technical, and the participant need to change.

Another suggestion could be depending on the topic, select the correct level of adaptation based on the hierarchical taxonomy which allows the researcher to adapt the statement of the problem and the methodology according to the needs and the research question, The mayor issues in a normal implementation would be the time as long as it depends on what you are expecting as researchers.

The significance of this study, firstly is to evidence how English classes can promote or generate CT, as researchers we were looking for tools or techniques which allow us to encourage the use of higher mental skills like some levels of CT and metacognition. In terms of what we accomplished, we need to recognize that the study was not fully implemented as we thought originally, and as a cause of the pandemic, we were forced to change our research based on case study for another which is the reflective article.

In this reflection, we found some insights from ourselves as students and teachers, therefore, we found that everyone talks about CT, but very few of them have known deeply about the topic. Thus, one of the ways to encourage CT is to present to the students material which supports what is happening in real life and how the students can promote solutions to their different issues that they someday would emerge. The main purpose of developing CT as a long life skill is to create or promote better decision making into the people so that they can engender better environments that promote more and more CT into the population.

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