

A Syllabus Proposal to Develop Critical Thinking Skills through Literature Circles

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Bachelor in English as a Foreign Language

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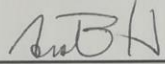
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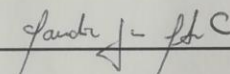
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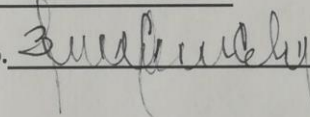
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Dedication

We would like to dedicate this piece of work to God who was always guiding us in every single stage of this project. Our families also took an important place when developing this project by supporting us and being patient with us, we dedicate this project to them along with our respected teachers.

Analytical Academic Summary

CIBELES

According to UNIMINUTO (2017), the inter-institutional group CIBELES created in collaboration between Fundación Universitaria Juan N. Corpas and Bachelor in English as a Foreign Language in 2014, is a research group focused on the study of educational issues that are socially relevant for the professional formation in the different fields of knowledge with the aim of creating viable solutions to face those issues. CIBELES group is currently classified in category C of COLCIENCIAS since 2017 being upgraded in one category since its initial affiliation in 2015 when it was classified in category D. The group has 3 lines of research being the following: *Comunidades y Ambientes, Didácticas en Saberes y Disciplinas, and Gestión Educativa*. [Communities and Environments, Knowledge and Discipline Didactics and Educational Management]

Knowledge and Discipline Didactics

The current research is affiliated to the line of research being the following: *Comunidades y Ambientes* [Knowledge and Discipline Didactics]. This line of research addresses its projects to the reflection, inquiry and implementation of relevant pedagogical methodologies that foster teaching and learning processes in foreign languages (UNIMINUTO, 2017). Our study is linked to this line of research since there was a process of reflection, inquiry and assessment to obtain the final product, which is the syllabus design. This research project promotes strategies and teaching methodologies for the development of critical thinking skills considered as a tool for teachers and students' professional development within the Bachelor in English as a Foreign Language.

Table of Contents

Acknowledgments	4
Dedication	5
Analytical Academic Summary	6
List of Tables	10
List of Figures	10
Abstract	11
Resumen	12
Introduction	13
1. Contextualization	14
2. Problem	17
2.1. Description of the problem	17
2.2. Statement of the problem	17
2.3. Justification	19
2.4. Objectives	23
2.4.1. General objective.	23
2.4.2. Specific objectives.	23
3. Referential Framework	24
3.1. Background Framework	24
3.2. Theoretical Framework	32
3.2.1. Literature Circles.	32
3.2.2. Critical Thinking.	34
3.2.3. Syllabus Design.	37
3.3. Legal Framework	38
4. Methodological Design	39
4.1. Type of Study	39
4.1.1. Qualitative research.	39
4.2. Method of investigation	40
4.2.1. Developmental Research.	40
4.3. Research Phases	42
4.4. Population and Sample	45

4.5. Data Collection Instruments	46
4.5.1. Observation registered with audio recordings.	46
4.5.2. Questionnaire.	47
4.5.3. Video.	48
4.5.4. Semi-structured Interview.	48
5. Results	48
5.1. Needs Analysis	48
5.1.1. Introduction and Background.	49
5.1.2. Data Collection.	50
5.1.2.1. Survey.	50
5.1.2.2. Observations registered with audio recording.	51
5.1.2.3. Questionnaire.	52
5.1.2.4. Interviews.	52
5.2. Key Participants	52
5.3. Key Findings	53
5.3.1. Teacher centered class as a result of students' low participation.	54
5.3.1.2. Students low participation.	55
5.3.1.3. Few students participate in class.	55
5.3.3.4. Teacher centered class.	57
5.3.2. Implications of low awareness about critical thinking skills in students.	59
5.3.2.1. Low awareness of critical thinking.	60
5.3.2.2. Students read superficially.	61
5.3.2.3. Students rarely give arguments.	62
5.3.2.4. Students rarely make connections with new and prior knowledge.	63
5.3.3. Potential benefits of enhancing critical thinking skills through reading.	65
5.3.3.1. Development and practice of thinking skills.	65
5.3.3.2. Reading reinforcement.	67
5.3.3.3. Improvement of English level.	68
5.3.3.4. Cultural and intellectual enrichment.	69
5.4. Conclusions of Needs Analysis	70
6. Syllabus Proposal	71

6.1. Competency -Based Syllabus Design	71
7. Conclusions	105
7.1 Limitations	108
7.2 Further Research	108
8. Bibliographic References	110
Appendix A	121
Appendix B	122
Appendix C	123
Appendix D	124
Appendix E	125
Appendix F	126
Appendix G	128
Appendix H	132
Appendix I	133
Appendix J	138
Appendix K	139
Appendix L	140
Appendix M	141
Appendix N	142
Appendix O	143
Appendix P	144
Appendix Q	145
Appendix R	147
Appendix S	148
Appendix T	150
Appendix U	151
Appendix V	154
Appendix W	158
Appendix X	160
Appendix Y	163
Appendix Z	166

A SYLLABUS PROPOSAL TO DEVELOP CRITICAL THINKING SKILLS THROUGH

LITERATURE CIRCLES	10
Appendix A.A	168
Appendix A.B	171
Appendix A.C	172
Appendix A.D	173

List of Tables

Table 1 Categories of critical thinking processes in students as a result of class observations
Table 2 Codification of the Interviews
Table 3 Numrich's Sequence of Critical Thinking Tasks
Table 4 Literature Circles Roles Descriptions
Table 5 Syllabus Proposal

List of Figures

Figure 1 Bloom's Categorization 1956
Figure 2 Research Phases
Figure 3 Reasons and benefits of having a literature circle
Figure 4 Teacher centered class categories as result of observations with audio recording.
Figure 5 Categories of low awareness of critical thinking as result of teacher interviews and observations with audio recording
Figure 6 Potential benefits of developing critical thinking skills

Abstract

The current qualitative project proposes a competency-based syllabus (Daniels, 2002) designed to the development of critical thinking skills through literature circles. The syllabus proposed was based on a need analysis (Johns, 1991) carried out to students of the Bachelor Degree in English Language Teaching at Universidad Minuto de Dios in order to identify their needs and deficiencies regarding critical thinking skills. Those needs and deficiencies were identified using different data collection methods that allowed us to organize the findings within three main categories. Subsequently, the categories and subcategories described in the needs analysis provided evidences of low awareness of critical thinking skills in the students of seventh to ninth semesters from the Bachelor as well as the potential benefits of an extracurricular activity such as a literature circle. The evidences collected were the basis for the syllabus design guiding the creation of fourteen sessions in which the skills that compose critical thinking were developed in a scaffolding system where one skill preceded the other for its appropriate development according to Numrich (2010).

Key words: literature circles, critical thinking, syllabus, extracurricular activity, needs analysis.

Resumen

El presente proyecto de enfoque cualitativo propone un Syllabus basado en competencias (Daniels, 2002), diseñado para el desarrollo de habilidades del pensamiento crítico a través de un círculo literario. Para llevar a cabo la propuesta de Syllabus, está basada en un análisis de necesidades (Johns, 1991) aplicada a estudiantes del programa de Licenciatura en Idioma Extranjero Inglés en la Universidad Minuto De Dios, con el fin de identificar sus dificultades y falencias en términos de pensamiento crítico. Lo anterior fue recolectado a través de entrevistas, cuestionarios y observaciones, lo cual nos permitió organizar los resultados en tres categorías principales. Posteriormente, las categorías y subcategorías descritas en el análisis de necesidades arrojaron el reiterado uso de habilidades simples del pensamiento crítico en los estudiantes de séptimo a noveno semestre de la Licenciatura y también los potenciales beneficios de una actividad extracurricular como es el caso de un círculo literario. Las evidencias recolectadas fueron la base para el diseño del Syllabus, a través de la creación de catorce sesiones, en las cuales las habilidades que componen el pensamiento crítico fueron desarrolladas en un proceso de andamiaje donde una habilidad procede de la otra para su apropiado desarrollo (Numrich, 2010).

Palabras claves: círculo literario, pensamiento crítico, syllabus, actividad extracurricular, análisis de necesidades.

Introduction

Everyday people deal with different situations regarding values judgement, decision-making and problem solving, all of these under some reasonings that go beyond the surface giving rise not only to come up with a reflective view, but also to consider the consequences and effects of the people's actions and words.

Higher education of the Bachelor degrees, according to the National Ministry of Education [MEN], (2014), seeks to educate capable teachers to foster students to develop criteria and thinking skills, which are needed to have teachers trained on their own learning and teaching process before fostering these abilities to others. One way to develop critical thinking is through reading since it activates previous knowledge (background), connects it with inferences and makes relationships between the known and the new ideas given (Oliveras & Sanmartí, 2009). This is the case of literature circles that provide a way to engage students in critical thinking and reflection as they read, discuss, and respond to books deeply in small groups (Daniels, 2002).

Therefore, the general objective of this project consisted in designing a competency-based syllabus proposal for a literature circle based on the outcomes of a needs analysis done in seventh to ninth semesters from Bachelor in English as a Foreign Language from UNIMINUTO. Moreover, it will enrich the program in terms of learning environments since it will create a set of opportunities to put into practice thinking skills in a critical way.

This research project was born as a result of a needs analysis of the target students that allowed us to identify and establish three categories: teacher centered class as a result of students' low participation, implications of low awareness about critical thinking skills in

students and potential benefits of enhancing critical thinking skills through reading which guided the syllabus design.

Our project is a qualitative research since the data collected addressed to the perceptions and behaviors regarding the critical participation of the students, their literary preferences and opinions around the creation of an extracurricular activity. On the other hand, the project is framed in a developmental research method because it is related to the construction of a prototypical product in an educational context, in this case a syllabus.

Initially, previous studies regarding critical thinking and its relationship with reading and the constructs are introduced. Then the needs analysis based on questionnaires, interviews and observations is developed. Subsequently, a fourteen-session syllabus for the literature circle is presented according to the results of this analysis.

1. Contextualization

The current project took place at Corporación Universitaria Minuto de Dios (UNIMINUTO) located in Bogotá, Colombia, founded in 1990 by priest Rafael Garcia Herreros, and has its main headquarter in calle 80, at Minuto de Dios neighborhood. The university offers technological studies, undergraduate professional programs, postgraduate specializations, and continuing education having as motto “Quality education available to everyone” (UNIMINUTO, 2014, p.16)

In its search to educate professionals that will be leaders, and social innovators who contribute to communities’ transformation, UNIMINUTO established praxeology as its pedagogical method which looks for a complete development of potentialities of the students and

all the participants involved in the learning process (Juliao, 2014, p. 39-40)). In its educational plan UNIMINUTO describes praxeology as:

“la medida en que establece y construye lazos entre el saber y la acción, es fundamental para las prácticas de interacción social: invitando al profesional a adoptar una postura reflexiva (ese va y viene entre lo que hace en su práctica y lo que la práctica le hace a él), (...), y lo invita a considerar siempre la creciente complejidad del mundo social, impidiendo las posiciones y acciones dogmáticas o unilaterales...” (Juliao, 2014, p.40)

[“the way in which knowledge and action are set and built together, is essential for social interaction practices: inviting professionals to take a reflexive position (interaction of the actions in the practicum and what the practicum experience makes to them), (...), invites them to consider the increasing complexity of the social world, avoiding dogmatic and unilateral points of view”] (Juliao, 2014, p.40).

Juliao (2011) proposes four phases for the praxeological process: *ver, juzgar, actuar, devolución creativa* [observe, judge, take action, creative return]. The observing phase is an exploratory moment in which the professional “collects, analyze and synthetizes information about its professional practicum and tries to comprehend the problems by being sensitized in front of them” (p.34). The judging phase, the professional creates its own point of view about the problem visualizing and using different theories to comprehend it and generate possible solutions for it. In the taking action phase, the solutions proposed take place. Here, the professional has to plan and elaborate the action that will solve the problematic established during the observation phase by creating the objectives that will lead the strategies and ways that may help to solve it. Finally, the creative return phase allows the imaginarium of the potential benefits of the action in

the future and the medium and long-term implications that the action may have. This phase also allows the reflection about the learning obtained along the process letting the professional to be conscious about how difficult it is to project the ideals and take action over them (p. 43).

According to this description, our project responds to UNIMINUTO's praxeological ideology in its four phases. Initially, by observing the classes in which the sample was involved in order to collecting data for the needs analysis. Then, in the judging phase, by contrasting the data collected in the previous phase with theoretical basis that supported those findings. Taking action by using the findings presented on the needs analysis to design a competency-based syllabus that responded to those findings. Finally, the creative return is presented in the competency-based syllabus as the final proposal to develop critical thinking skills that may enrich the Bachelor curriculum and its students.

Therefore, the development of critical thinking skills as the principal aim of this project is in concordance with one of the principles of UNIMINUTO established at its PEI. Consequently, both of them search the education of standing and complete professionals that not only contribute to their communities, but to a world in constant transformation, abilities that in a near future will enhance a society hungry of change without stepping over the different points of view society brings. In addition, educating into the constant reflection and analysis of the world around him.

The Bachelor in English as a Foreign Language at UNIMINUTO is the base for this research. This is a face-to-face program has provided service to the community for over eight years, with 500 students enrolled so far. The Bachelor started with a curriculum with an English language emphasis in 2013. Nowadays, the curriculum from 2018 has an English emphasis and additional mandatory language French or Portuguese. As part of the academic activities, the program has preparatory workshops for students from 1st to 3rd semester, and English clubs

addressed to students from 4th, 5th and 6th semester. Additionally, the Bachelor has student's research groups, social responsibility practicums and the professional practicums on language teaching that respond to the educational plan of the university (UNIMINUTO, 2014). There are also some local and international exchange programs with universities that have conventions with UNIMINUTO.

2. Problem

2.1. Description of the problem

Critical thinking is described by Paul & Elder (2006) as an autonomous process in which the critical thinker finds appropriate solutions to problems with a higher grade of complexity having, as a base, the effective communication with others. In addition, critical thinking is also seen as a way of reasoning that has as result in the generation of arguments, points of view and new ideas from the critical thinker (Chaffe, 2011).

Taking into account the previous statements, critical thinking is a set of abilities that a person should have in order to be in a constant upgrading with the society in which they are involved. Having said that, this research focuses on the development of critical thinking in a scaffolding process that begins from simple to complex tasks. In the teaching field, a teacher of a second language should be able to formulate and set up arguments, ideas and points of view and also to promote these in the students' learning process and language acquisition.

2.2. Statement of the problem

The lack of extracurricular activities focused on the development of critical thinking is one of the main issues this project addressed. Despite the Bachelor in English as a Foreign Language offers

two elective courses in which knowledge about English literature in two moments are developed: Historical post-colonial and narratives, it is noticed that not all students take these courses. In addition, an attempt of developing critical thinking in other English courses shows that the students' participation and their critical skills from last semesters demonstrate a low level of performance (O1, O2 & O3). For this reason, the proposals of extracurricular activities are required. Therefore, it is important to highlight that both, the necessity for having these extracurricular activities for critical thinking and students' participation in regards to this skill are the base for developing the current project.

In response to these needs, this project proposes a syllabus design for a literature circle as an extracurricular activity for students from seventh to ninth semester. In the literature circle, students are required to develop critical thinking skills through reading pieces of literature and make their interventions during classes more meaningful and fruitful for the developing of it. Additionally, this project is meant to let an extracurricular activity to the Bachelor in English as a Foreign Language that in long term could also improve Saber Pro exam results.

So as to lead both, research design and methodology employed in this project, a research questions was stated. *How the outcomes from a needs analysis in the Bachelor in English as a Foreign Language can contribute to design a competency-based syllabus proposal for a literature circle that develops critical thinking skills in students from 7th to 9th semesters?*

There is then the necessity for enhancing this critical thinking skill through the planning of activities based on competency-based syllabus to promote and give solution to the mentioned lack of extracurricular moments within the English program in students from the last semesters.

2.3. Justification

University students are used to spending a lot of time reading pages and pages of different kinds of texts assigned by their teachers or texts that they find useful for a certain purpose of learning. Oxford Dictionary (2018) defines reading as the ability to look at and comprehend the meaning of written or printed matter. But what if a student goes beyond this basic activity and starts questioning himself critically about what he reads, the student will find it quite difficult since the majority of university students see readings as sources of information to study or memorize, and the action of reading has to do with discovering the correct answers to the teacher's questions (Altman, 2014) instead of establishing a position in front of the reading, discussing its ideas and questioning around them, which are some characteristics of critical thinking, the main topic of this project.

Students from last semesters (7th, 8th and 9th) from the Bachelor in English as a Foreign Language in UNIMINUTO are not the exception to these limitations in reading. In addition, they are the target population by which this project was carried out. Thanks to data collected from observations, questionnaires, interviews and the results of a national higher education test, it was noticed the necessity of creating an extracurricular activity in which the Bachelor in English as a Foreign Language students develop critical thinking skills while reading.

According to the three class observations made (Appendix G), it was identified that students did not have a good development of comprehension skills. During the classes, students tended to repeat exactly what the author said on the reading, as if they were memorizing word by word, and at the moment of expressing their own opinions and thoughts it was difficult for them.

They participated during the classes just using short and simple sentences without arguing their position.

Additionally, a questionnaire (Appendix F) was completed by thirty students from the Bachelor degree. The results suggested the relevance of opening an extracurricular activity to develop critical thinking as an ability to improve their English level. In that sense, students mentioned among other reasons to implement an extra activity to carry out and practice more the reading skill that they feel they do not practice much at their classes, due to the lack of sources and activities to do it, just as they expressed in the questionnaire (student 28).

Some others explained the necessity of having activities in which they can share their ideas and opinions based on a specific piece of literature they are interested in. This would lead us to another important aspect highlighted in the questionnaire, which is about the motivation the students may get from engaging in this kind of activities since they are actively participating and interacting with different perspectives and views. In that way, they would feel more comfortable practicing their oral skills. All of these could give enough and strong support to the project to be developed at the campus.

The fact that this type of sessions would facilitate teachers' professional development which is another main factor students referred during the questionnaire as a need for implementing extracurricular activities to put into practice critical skills. In this way, students would see literature circle as a means of producing new knowledge regarding points of view and new ideas having them extracted from a text (Daniels, 2002). On the other hand, the need of having well developed reading skills become relevant in the teaching field just as Best, Floyd, & McNamara (2008) state the necessity for overcoming comprehension problems that are

becoming more *apparent* when students are dealing with textbook material. All of this has to do with the teacher development as students themselves agreed.

Those were just some of the main aspects that students reflect on the questionnaire, to look at more elements in detail, they are explained in the needs analysis section in which we could infer some more important aspects regarding students' needs.

Finally, there was an analysis on the results obtained in Saber Pro (2016 & 2017) by LIEI students. Saber Pro is a mandatory test developed by the Ministry of Education (MEN) and the Colombian Institute for the promotion of higher education (ICFES), which is taken by the students coming to graduate, in order to verify their level of development in certain competencies so that, quality indicators in higher education can be established. This test is divided into two parts, the first one has to do with generic competencies that every student enrolled in higher education must achieve, they are: written communication, quantitative reasoning, critical reading, citizen competencies, English (MEN, 2017). The other part assesses specific competencies according to the academic program.

Keeping in mind that the main purpose of this project has to do with developing critical thinking skills, the critical reading competency was analyzed since it assesses not only the abilities to understand and interpret a text but also, the ability to evaluate it. In addition, it establishes if the student can take critical positions in front of a text (MEN, 2017).

Having this, the results of this test in 2016 and 2017 from the Bachelor degree students showed that the average performance was level 3 out of 4 with a 54% and 61% each one with an increase of the percentage in the level for 2017 in contrast with 2016 results. Which means that

the students within the average are able to go beyond the explicit information exposed on the text using different types of comprehension strategies. Additionally, they can focus on new writings based on the information obtained from the text that they already comprehend. Therefore, those students will not only understand the author's intentions, but they will create hypothetical situations with the information taken from the text looking for an interpretation of the same in terms of context, comparison, analysis, etc. Even though this average of students is able to reach level 3 of critical reading, it is remarkable that this competence must be further worked in order to achieve the desired level 4 of performance level in which there is any percentage in regards to this competence in 2016 and 2017 results. In that sense, it becomes essential for the Bachelor degree to reinforce critical thinking competence and this project will be addressed to that.

Therefore, this project will be very useful for the program and for its students because through it, thinking skills that are very necessary in any daily, academic or professional environment will be worked on, in a way that students find it interesting which is using literature circles. On one hand, as the development of critical thinking is the goal, it is expected that as the students participate in this activity, their interventions in classes will tend to be more active and reflective when a text is assigned. Additionally, the Saber Pro results within the Bachelor program could increase the percentage of students in performance level 3 and 4 in critical reading competency. Taking into consideration that this extracurricular activity is expected to become part of the Bachelor program. On the other hand, it is expected that students will become active readers since the literature circle will change their perceptions on reading from a passive and boring activity to an active and interesting one. In addition, this project would also benefit

other professional programs at Universidad Minuto de Dios because the syllabus proposal can be adapted to the levels of critical thinking the students in the different programs may have.

In that order, this proposal was initially addressed to students of 7th to 9th semester of the Bachelor in English as a Foreign Language with the aim of develop their critical thinking skills scaffolding the different abilities that are essential for today's professionals. Furthermore, as this proposal is for the benefit of the Bachelor, it may be adapted in the future to all the students enrolled on any of the semesters of the program taking into account their English level to adjust the activities and materials to the students' needs.

2.4. Objectives

2.4.1. General objective.

- To carry out a needs analysis in the Bachelor in English as a Foreign Language from UNIMINUTO, for the design of a competency-based syllabus proposal for a literature circle that develops critical thinking skills in students from 7th to 9th semester.

2.4.2. Specific objectives.

- To identify the students' needs regarding critical thinking skills in order to design a competency-based syllabus proposal.
- To determine the activities, readings and resources that an English literature circle must include for the development of critical thinking skills.
- To describe the methodological design of the syllabus for the literature circle that develops critical thinking skills.

3. Referential Framework

3.1. Background Framework

According to Dewey (2002) critical thinking plays an important role in a literature circle when it comes to English students since they are given input to think critically instead of learning in terms of language focus to improve or expand their level in English. That is why this chapter presents some of the most relevant studies and articles related to the different implementations of literature circles in international educational contexts, as well as national studies in which syllabus designs in EFL contexts are developed.

A research article developed by Browning, Halvorsen, and Ahlquist in 1996, for the Japan Association for Language Teaching explains how students improve their critical thinking through Shared Inquiry Discussions while exploring the author's intent and the meaning of a text helping each other in the process. According to Great Books Foundation (n.d) the Shared Inquiry is a strategy in which “people of all ages explore the ideas, meaning, and information found in everything they read” (“What is Shared Inquiry?”, n.d).

To carry out this process, the discussions were led by a leader whose role was to be a facilitator inside the shared discussions letting students develop their ideas into critical thinking with the piece of literature that was a book, as the base of the meetings. During the discussions, the leader did not persuade the readers with its own perspective of the text, instead readers support their own ideas and questions with the literature piece as reference and they also changed their own opinions while listening to the other perspectives of the members of the discussion.

The Shared Inquiry works into 5 skills: Reading, while participants practice oral reading. Writing, when they express their ideas through reviews and activities of the discussion.

Listening, at the moment the other members listen to others in order to answer questions and statements. Speaking, to express opinions, explain reasons, give conclusions, read aloud and persuade the other members of the group. Critical thinking is a reflective process; it is developed step by step, through opinions, commenting statements to the point participants modify their own perspectives due to other members' thoughts.

The conclusions of this study were that English teachers who wanted to implement this method in classrooms in Japan should receive training to become Shared Inquiry Discussion Leaders since it is an alternative approach to teach English according to the Japanese Guidelines for Teaching English. The authors find out that the Shared Inquiry Method was viable because it is an alternative approach to English language and literature teaching and learning. Additionally, the students rated the method as one of their most exciting experiences, even when at some point it was frustrating because they could not express well their opinions owing to their English level. As the students' English skills are developed in the process, at the same time students learned to respect others' opinions while listening to them, to compare and contrast while reading parts of the text, to share their ideas clearly with a purpose and also to use their classmates' comments in their own ones. Additionally, the authors realized that developing critical thinking abilities "they become more independent thinkers, support their ideas with evidence from the text, etc."

In Taiwan, a qualitative study by Tung and Chang (2009) investigated the efficacy of developing critical thinking through literature reading, and the students' English proficiency related to critical thinking. They also wanted to know what type of activities were the most beneficial to develop critical thinking on students. The study involved 12 English literature students (10 females and 2 males) from a University in central Taiwan enrolled in a two-hour-

literature class a week that focused on three genres: fiction, poetry and drama in a private university in central Taiwan.

To develop this project, the researchers implemented, at the beginning and at the end of the course, the Chinese version of the California Critical Thinking Skills Test (CCTST) pretest and a posttest in order to identify the efficacy of the sessions. Then, they applied along the course five strategies to help the students to develop the higher-order thinking skills and to reduce boredom during the classes. Those strategies included, reading comprehension quizzes, learning logs, guided discussions with Socratic questioning skills among others.

At the end of the research, the investigators found out that according to the CCTST literature reading contributes to the development of both critical thinking and analysis abilities taking into account that the students were inexperienced readers before the implementation. Through some individual interviews, the researchers also found that students became more assertive with critical thinking and the importance of developing critical thinking skills for their professions and the world around them, keeping in mind that at the beginning of the research students only used their prior knowledge and experiences in their L1.

Furthermore, this research supports the idea of reading to develop critical thinking on the present project when the investigators concluded that “(...) developing critical thinking is a vital objective in higher education and to achieve this aim, using literature reading to encourage students to think critically is a highly feasible approach” (Tung and Chang, 2009, p.306). Additionally, the research contributes to the current project in regards to the use of learning logs as a tool to follow the critical thinking skills development process on students during the literature circle sessions guided by the syllabus proposal designed for this aim.

Another study which was a qualitative research carried out by Mitchel (2015) focused on determining how literature circles affect reading comprehension and student motivation towards reading and critical thinking in 15 K-5 elementary students from Summerdale School in Pleasantville New Jersey. Informal observations, student surveys, student interviews, teacher-research journal, student journals, and student artifacts were used to evidence the progress, feeling, thoughts, reactions, all of these, in order to determine the students' level of critical thinking during and at the end of the implementation.

When analyzing the data collected, the author found out that students became more independent and aware when it comes to learn on their own way by selecting themselves the books they wanted to read and analyze. Additionally, the students were motivated to read and meet with their groups as they were discussing and developing critical thinking. After collecting and analyzing the data over the course of three weeks, the researcher determined that the implementation of literature circles increased students' motivation towards reading and comprehension in a critical way. The results indicated that students benefited from choosing their own books, roles, schedule, and discussion topics. Finally, as students became more comfortable participating in their group, the researcher saw an increase in enthusiasm and a desire to read.

The contribution that this research provides is that adapting literature circles as an activity in daily routines, promotes benefits in students such as independency and motivation to read, share and connect ideas from the book with their own personal experiences. This study provides advantages that can be taken into account when designing a literature circle in an educational context, despite age, gender, or interests. In addition, another way to develop this kind of activity is to encourage students to select their own books.

Another research study was developed by Brown (2009) in which the main objective was to examine the use of literature circles to help students develop critical thinking abilities by bringing literature into the global issues courses. This study was conducted in the University of Niigata and the participants were from the second semester of an elective high intermediate communication course focused on *content-based instruction*.

In order to collect data, the researcher used class observations to register students' interactions which showed that it increased the students' confidence in discussion activities, since they were able to draw more connections when connection their ideas with the text. Another instrument used was assessment of test answer in which students were interviewed to discuss relevant topics in small groups, and students' self-evaluation surveys in which students described their experience and they reported positive reactions.

The researcher concluded and noticed that students when they were asked to discuss relevant topics and they did not also evaluate the characters behaviors in the text, but also they create a connection using different backgrounds which lead the researcher considered that Literature Circles helped students to develop depth critical thinking abilities. The findings regarding the three instruments threw up clear and considerable evidence of how literature circle contributed to students critical reading skills.

From this study, important aspects can be highlighted that would support the current study. One of them is that the development of critical thinking helped students not only to enjoy the literature circles but also they clearly saw the connection between the novel or text and the real world. Another important aspect is that students became more mature readers and more confident to talk and discuss about a novel and their perspectives beyond the text, in other words they become critical thinkers inductively. Finally, the use of self-evaluation tool for the students

was an effective strategy to have students think critically about their performance, somehow they were actually thinking in a critical way. This study was integrally developed using students' needs, interests and knowledge, in that sense literature circles were successfully developed.

Another research carried out by Sambolin and Carroll (2015) with the aim of using literature circles to promote student oral and written participation during the classes in discussions of topics relevant to students such as issues of race, class and privilege. The participants were 29 students from 18 to 20 years, enrolled in the Basic English I course at the University of Puerto Rico. To achieve the general objective, the researchers used a qualitative case study research design having as instruments, questionnaires to provide background information regarding students' schooling and literacy experiences with the English language; field notes to identify tendencies displayed in the literature circles along with aspects of the unit that were going well and other aspects that could be improved; reflective prompts to assess reading comprehension and encourage students to write more; and focus group interviews to confirm or disconfirm the instructor's observations and preliminary analysis of the reflective prompts.

The results showed that literature circles were successful in terms of opening dialogues in the classroom since students have roles by which they exchange their ideas with their partners in different ways (drawings, articles, writings) and with different purposes (summarize, compare, evaluate) to make sense of the reading. So that, discussion and participation are promoted and increased. That is way, having roles in the literature circle is crucial.

On the other hand, the content of the book chosen was interesting for them. This research provided this project with a key factor when it comes to develop literature circles, it is the content of the book. It should be related to students' reality, since they might be identified with

the situations along the book and in that way they would feel more motivated to read and discuss. In this sense literature circles can be modified in many different ways to suit the needs of the students and the course objectives. Being so, this activity could be not only designed for higher semesters but for any semester, which is favorable for future implementations of this project.

A study done in Taiwan by Liao (n.d) had as purpose to investigate the effect of integrating literature circles into freshman English classes on cultivating critical thinking skills on EFL students. 57 Taiwanese university students studying English as a foreign language from two freshman English non-major classes were the participants of this study. The researcher applied a mixed case study. The author collected data from the sample from one year, through a pretest and a posttest of self-assessment on critical thinking to evaluate the effectiveness of literature circles in cultivating critical thinking; and an assessment checklist of critical thinking based on the cognitive domain of Bloom's Taxonomy to analyze the participants' questioning skills during the literature circle discussions.

The result of this study suggests that literature circles are effective in improving students critical thinking skills since their interventions using high order thinking questions along the course were getting more frequent, sophisticated and complex (e.g Do you agree that everyone can find their true love? Why?) In addition, students were really motivated to participate because their English proficiency was also improving. Taking into account the results, this research contributes the current study giving support to the effectiveness in using literature circles to develop critical thinking skills. Also, it gives an alternative to carry out this activity using information technologies such as messenger. In this way, some sessions of the syllabus proposal can be designed to have students participating and discussing online from their homes or work.

A qualitative study made by Carvajal & Castaño (2012) in Cali, Colombia looked for the improvement of the English syllabus for first grade in a private school in Cali. We identified the problem while they were doing their professional practicum in the school. They found out that the school did not have a syllabus for the English subject and that there was not a coherent order in the content that was taught. Teachers were the ones who chose this content without any selection criteria and logical sequence. One of the purposes of this study was to promote the constant reflection, evaluation and updating of the different syllabuses inside the school to avoid the standstill of educational processes.

This research was carried out under the evaluative research methodology which according to Van de Maren (2003) it is a pedagogical investigation methodology that observes to assess. The study was divided in 4 phases: the first stage for data collection included observations, interviews to teachers and administration staff from the English area and a document revision to know more about the school context. In the second phase, the current syllabus was analyzed in order to identify the aspects of improvement in the English subject. Then, in the third phase which was divided in two, in the first part the syllabus activities were designed according to Task Based Learning (TBL) principles because its communicative focus corresponded to the MEN standards. Then, in the second part the syllabus had a piloting from three of its units that were implemented in the classroom.

One of the findings was how important is to have an instrument such as a syllabus to guide the teaching-learning process, and how essential is to keep an evaluation and rethinking of it, as well as the importance to establish clear objectives to know where teachers want to lead their students at the end of the process. They also found out that a methodology based on communication is the key for acquiring English as a foreign language. The context in which TBL

was implemented generated an interactive environment in which students could experiment communication with the target language.

As a result, the main contributions regarding the previous studies, is that Literature Circles have been applied in different ways such as discussions, guided questions and debates, additionally they have been carried out with different population and context. In other words, the development and implementation of literature circles have been adapted in order to suit students' needs in terms of critical thinking skills. In this sense, our study is seeking to propose a syllabus not only to develop critical thinking skills, but also to bear in mind the reading needs and interests from the students.

3.2. Theoretical Framework

In this theoretical framework, the constructs are defined to have a better understanding of this project taking into account the importance of them when proposing a whole new extracurricular activity for the Bachelor in English as a Foreign Language. Therefore, the main constructs of this project are *Literature Circles*, *Critical thinking* and *Syllabus Design*.

3.2.1. Literature Circles.

Literature circles are identified by National Literacy Standard as one of the best classroom practices in teaching of reading and writing (Daniels, 2002). They are defined as small, peer-led reading discussion groups that provide opportunities for the students to explore the literacy experiences and become active and life-long readers (Hsu, 2000). Additionally, they have been successfully used for a long time as an alternative to the traditional English instruction. Daniels (2002) suggests that “inspiring students to read for personal fulfillment as well as for formation” is essential for this process of learning a language (p. 7).

A literature circle should be reader response centered -students choose their own readings and teacher is a facilitator-, guided mainly by the students -students provide the discussion topics-, flexible and fluid -opened meetings with natural conversations and a spirit of playfulness and fun (Daniels, 2002 p.18)

In terms of organization, literature circles are very flexible since they could be applied in any population and with different kinds of resources. However, according to Daniels (2002) there is a way in which these small, peer-led reading discussion groups should be developed. First, teacher provides a wide range of books and students negotiate and choose just one. They also negotiate the amount of time for the reading and ways by which students might show the fulfilment of the activities within the literature circle (e.g journals, learning logs).

During the session, each student should talk about what he considered relevant to share and teacher implicitly encourages natural conversation, cultural discussion and informal talks about the book. At the end of the session, students assign themselves another part of the book for the next meeting.

The application of literature circles in English as foreign language (EFL) classrooms has been described by Furr (2004) as “magic” since they promote natural, enjoyable discussions in English. This author states that “[...] literature circles in EFL are magic in that they have the power to transform 'Foreign Language Learners' from passive, rather shy, reticent students into students who eagerly point at their texts in order to support their arguments while sharing their opinions in English” (para. 1)

To support this, a research study conducted by English teacher Bedel (2011) in Bulgaria with EFL learners demonstrated that literature circles stimulate the classroom environment in such a way that students feel free to interact with others using English to communicate their

feelings and conceptions. That is why, the author states “that literature circles can provide an exciting way to promote student engagement in extensive reading by means of cooperative learning and collaborative work and offer the potential to promote reading for enjoyment” (Bedel, 2011, para. 13)

3.2.2. Critical Thinking.

Critical thinking is an autonomous process in which, according to Paul & Elder (2006), a critical thinker “communicates effectively with others in figuring out solutions to complex problems” (p.4). The previous statement is connected to Chaffee’s (2011) definition in which he defines critical thinking as a way of producing new ideas, arguments, and opinions by reasoning in a critical way, bearing in mind a specific topic to go beyond someone’s view. The author presents this concept as a matter of questioning and exploring situations carefully through questions, not just to have the author’s perspective, but viewing situations from different perspectives and giving evidence of those ideas. Finally, he includes in this process a discussion of them in an organized way.

On the other hand, we have Edward (1941) who defines critical thinking basically regarding three aspects. The first is about the attitude towards the ability of considering in a reflective way some of the possible issues that may arise; the second aspect is about the knowledge in the use of research methods to go further a statement and the last aspect is about the skills to put into practice the previous knowledge regarding research. In other words, thinking is not just a manner of talking unconsciously but it also involves a complete process in which conclusions and judgments about specific things and qualities are made in everyday life.

The syllabus proposal of this study would develop a scaffolding process, which according to The Glossary of Education Reform (2015) refers to the different techniques implemented to guide students progressively to get greater understandings of tasks. Additionally, other definition about this concept is developed by beginning from simple to more complex tasks, which is supported by Benjamin Bloom's (1956) in his taxonomy which establishes a set of hierarchical models to work with different skills, in this case critical thinking in order to contribute and stimulate it along the process.

The skills in this taxonomy start with *remembering* which is about the information that students can recall, *understanding* is the way students are able to explain what they read or heard, *applying* is when students are able to use the information in a different context or situation, *analyzing* is when the information is broken down to be examined, *evaluating* is how students assess the information they have received and finally, *creating* is the last category in which the students with input given are able to create something new, as it is shown in the *Figure 1*.

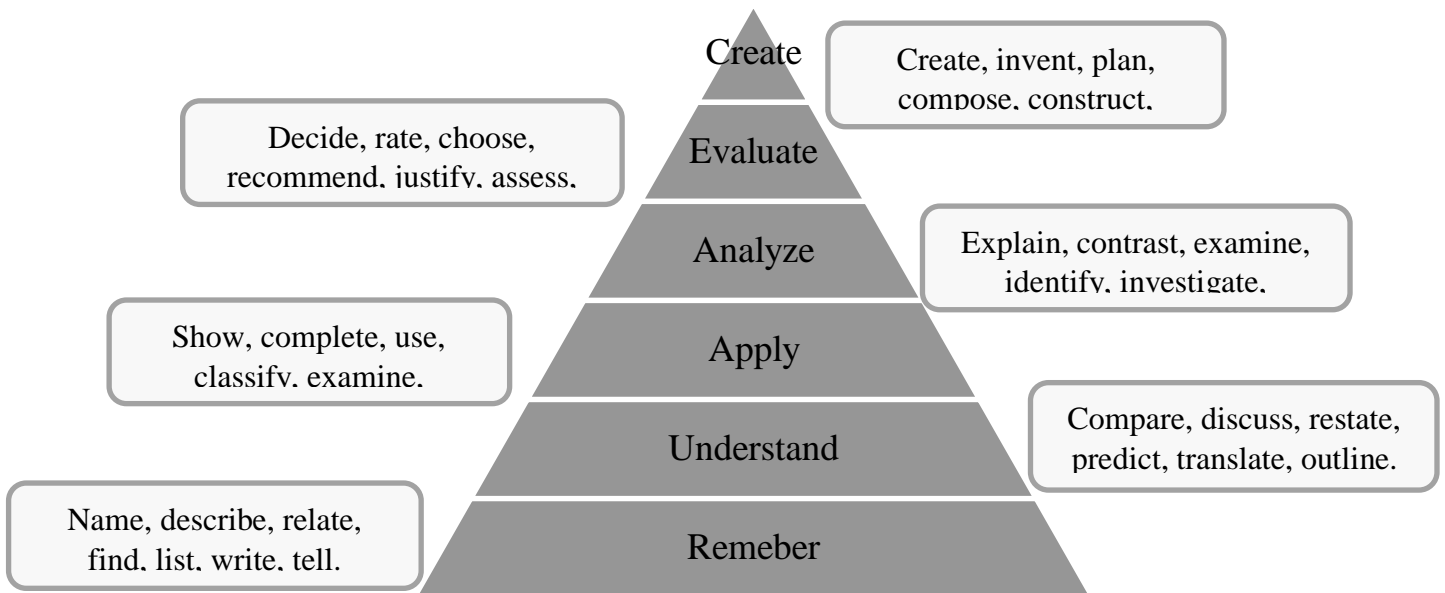


Figure 1. Bloom's hierarchical categorization model of critical thinking skills. Adapted from Taxonomy of Educational Objectives. [Bloom, 1956]

All these skills will be essential for the development of critical thinking during the Literature Circles. Each one has a role in the process of acquiring students' knowledge in terms of thinking critically.

That is why, according to (Medina, n.d) who states the relevance and importance of using taxonomic schemes to classify the instructions process as well as to plan the teaching and learning process and make it more meaningful since students are developing and building their own path to acquire knowledge and teachers are guiding them to achieve it through the scaffolding process by applying different competences and abilities and as in this case to provide opportunities to create critical thinking awareness and have a way to assess it. This critical thinking concept is seen through Bloom's perspective, however, the current project will be based

on Numrich's Sequence Critical Thinking Tasks to develop the syllabus proposal that will be later explained in detail in *Chapter 6*.

Moreover, the Saber Pro test also assesses a competence regarding to thinking critically and it is called "Reflect from a text and evaluate its content". This last competency, as the MEN (2017) states, "includes evaluating the validity of arguments, identifying assumptions, deriving implications, recognizing argumentative and theoretical strategies, relating contents with contextual variables, among other skills" (p, 19) Those are, as the authors Paul, R. and Elder, L. (2007) establish, some of the elements that characterized critical thinking.

3.2.3. Syllabus Design.

It is essential to explore some concepts about syllabus design since our project is based on a syllabus proposal. To start off, syllabus is a means to achieve a set of goals of what is to be taught. This is a view taken mainly from outcomes and it is not seen as a process itself (Hutchinson, 1987). However, there is another perspective from Yalden (1987) in which he emphasizes on syllabus as a "summary on the content to which learners will be exposed" (p.6). Therefore, this could be interpreted as a scaffolding process in which what will be learned and what will be taught is explicit.

According to Richards (2001) there are different types of syllabus such as Functional Syllabus, Task- Based Syllabus and Competence-Based Syllabus. The last one guided the current proposal that is deeply developed in *Chapter 6* including the corresponding procedures to be applied through the different sessions.

According to Wilkins (as cited in Brumfit, 1984), a syllabus design involves a set of *items* or goals to be carried out within a specific period of time and a sequence of competences

that will be achieved by learners. This project aims to lead students to use different competences and skills in a scaffolding process to work on critical thinking. Wilkins supports this fact by saying that learners should develop *unconscious abilities* and the role of the teacher would be to guide them to achieve the objectives previously set.

Additionally, Wilkins presents the key words to define syllabus including: *objectives*, *content* and *sequential arrangement*. The first has to do with the goals learners achieve, the second is about the specific topics or units to cover, while the last is related to the organization of time. For further description, this construct will be explained in Chapter 6 which is focused on the Syllabus proposal.

3.3. Legal Framework

English as a way of global communication, nowadays it has become a language spoken freely in international contexts and not only in Anglo-Saxon countries. (Seidlhofer, 2011). In addition, English seems to be the foreign language most frequently taught and learned as Kachru and Cecil (2001) stated and this aspect has been fostered lately.

Moreover, in Ley 115 of 1994 by Ministry of Education establishes the right to Education in Article N^o 9, which is based on the fundamentals from Political Constitution of Colombia. Additionally, in Colombia the teaching and learning of English have been promoted by national and local authorities through different programs and policies by the National Bilingual Program , Colombia 2004-2019 (NBP) created by the Colombian Ministry of Education in 2004 as well in which according to the National Government these policies have been raised with the aim of “*lograr ciudadanos y ciudadanas capaces de comunicarse en inglés con estándares internacionales comparables*” (p.6.) [having citizens capable of communicating in English

with international and comparable standards]. On the other hand, among the specific objectives in the National Bilingual Program, are found that by 2019 English teachers would need to have an Intermediate level of English B2 according to the basic standards by the Common European Framework (CEF). That is why the current project is addressed to active use of English as a foreign language through the implementation of a literature circle.

4. Methodological Design

This chapter will introduce the way the current project was guided in order to answer the following research question: *How the outcomes from a need analysis in the Bachelor in English as a Foreign Language can contribute to design a competency-based syllabus proposal for a literature circle that develops critical thinking skills in students from 7th to 9th semesters?* The information regarding the methodology is developed in the following order: type of study, research method, setting, participants, the data collection instruments and procedures.

4.1. Type of Study

4.1.1. Qualitative research.

The project was undertaken as qualitative research, which according to Creswell (2014) is “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p.32) and it involves the collection of data based on the points of view obtained from small groups of people (Creswell, 2002). The design of a syllabus for a literature circle is defined as a qualitative proposal since we developed initially a needs analysis process that included the participant’s prior knowledge, learning experiences in extracurricular activities and reading preferences, as well. As part of this research approach, the syllabus

intends to develop different critical thinking skills through scaffolded activities that will allow students to share points of view, evaluate and reflect in a literature circle. This type of activities and proposal match with the definition of Creswell regarding qualitative approach.

There is no evidence of existing syllabuses of any kind of extracurricular activities in the Bachelor to develop critical thinking skills. This necessity led us propose a syllabus for a literature circle. Initially, it was necessary to determine the main categories from the needs analysis to consider these in the proposal. Additionally, the needs analysis contributed to find reliable variables that guided this research so that we could accomplish one of the characteristics of qualitative research mentioned by Creswell in which he says that “qualitative research best addresses a research problem when the variables are unknown and need to explore” (p.16).

4.2. Method of investigation

4.2.1. Developmental Research.

Developmental research can be defined as a process of designing, developing and evaluating instructional material under specific criteria for its effectiveness in terms of reaching learning goals (Seels & Richey, 1994). This instructional design process as Heinch, Molenda, & Russell (as cited in Faryadi, 2007) suggests, should follow and fulfill some crucial stages (analysis of needs, determining content to be mastered, setting educational goals, designing materials and evaluation for further improvements) to increase the appropriateness of the material.

According to Van Den Akker (1999), this type of research is used in a variety of research contexts of which the educational research makes part. What makes developmental research different from the “traditional” approaches are that the former feeds the process in a forward and

backward direction to provide feedback and solutions to problems, and the latter may take longer in the same process.

Van Den Akker and Plomp (1993) define the *developmental approach* according to two different principles, which for the proposal of a syllabus for a literature circle have to be connected one another. The first principle regards the support of the development of “prototypical products” which includes the empirical evidence that demonstrates its effectiveness and how the final product should look like. The prototypical products are represented in the project by the syllabus designed for the literature circle, the frequency it should be implemented, and the distribution of the critical thinking skills selected.

On the other hand, the second principle provides methodological directions for the design and evaluation of such products, generating, articulating and testing design principles about procedures and how it should be developed. In other words, this principle addressed the construction of the syllabus in general, the type of activities proposed to work in each skill, and the use of learning logs to check the progress of critical thinking skills during the literature circle implementation.

There are two types of developmental research. In Type I, the roles of the designer and researcher coincide in a specific development context. In Type II, that connection is broken given that the researcher is not involved in the development process (Richey and Nelson, 1996).

For this study, we took into account the Type I since both roles were present in the investigation and during the syllabus design that also included a piloting and subsequently adjustments. The type I is focused on the study of a specific product or program design, and the evaluation or development of the same. This statement is directly connected with Van Den Akker and Plomp’s principles to carry out a developmental research.

4.3. Research Phases

This project followed ten phases to gather the final objective of the investigation which is to design a syllabus proposal for a literature circle that developed the critical thinking skills according to Numrich's Sequence of Critical Thinking Tasks (Numrich, 2010). Those eight phases started from initial class observations coded in the needs analysis to the syllabus design and the conclusions. In the following illustration created by the authors, each phase of the research is briefly explained:

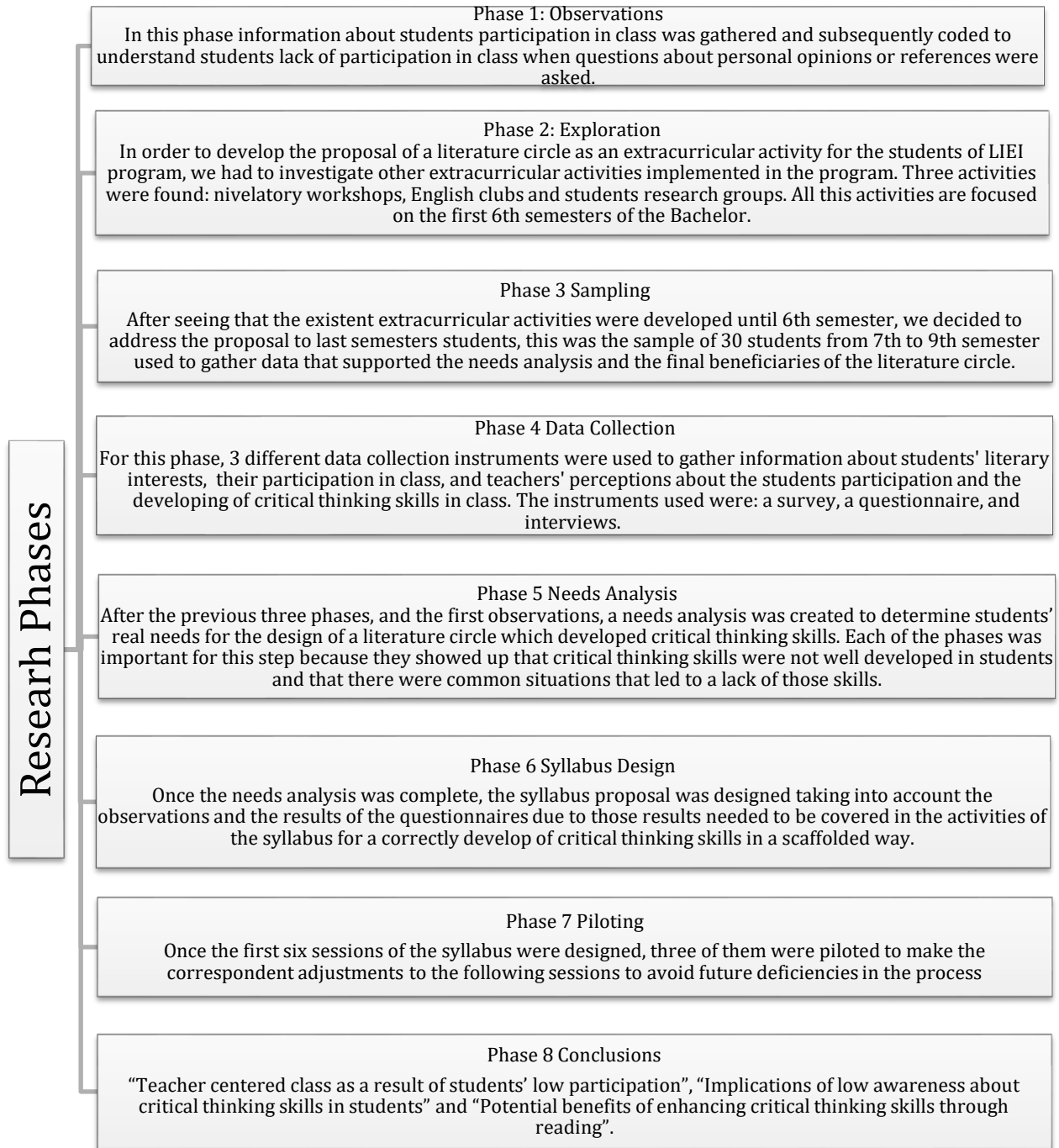


Figure 2. Research Phases.

4.3.1. Piloting

As it had been mentioned before, three out of fourteen sessions of the syllabus for the literature circle were piloted in order to make adjustments, if necessary, to avoid deficiency problems in the process. Ten students made part of this sessions in which they participated actively by using the roles Daniels (2002) proposed for the literature circles success and by sharing their points of view about the chapters assigned from the book 1984 by George Orwell chosen to design the competency-based syllabus.

Those first sessions developed the critical thinking tasks that are focused on the text and on the students' world (Numrich, 2010) practicing the skills that correspond to each of them. Following the syllabus designed (chapter 6) the first was an introductory session in which students got familiar with the book, its author and the roles proposed by Daniels (2002). In the following two sessions four chapters from the book were used to work on the activities from the syllabus, two chapters per session, and one literature circle role in each session.

During the second session piloted, it was easy to see how in confidence were the students with the roles; in this session, the role worked was the summarizer and it is just a guide to start the interaction between the students. Nevertheless, the student in charge of the role, S1, had such a compromise with it that prepared a power point presentation in which she gave the main ideas of the chapters, introduced principal characters and designed questions that allowed discussion within the literature circle as in the following example: "*do you think people have to cover to defeat the government? Like in general, like if we join, could we defeat the government?*" to what one of the other students, in this case S2, answered:

“yes we can, but the thing is we won’t do it because we are scared of being punished. In real life I read that in Korea, like many presidents have been like down of the government because the whole country united against them. But maybe here in our culture we just don’t do it”

Here, the student who is answering found a connection between the book and real life situations, which is one of the skills proposed by Numrich (2010) in his Sequence of Critical Thinking Tasks that guided the syllabus design. Another example of it was given in the last session piloted, the role worked was the questioner or discussion director, and the students were discussing some facts and situations of the chapters read for the session. At some point of the discussion, students start to talk about reality alteration and the following question emerged from S2: *“Is alteration happening in real life?”* to what one of the other students, S3, replied:

“nowadays it’s like a trending, the fake news, so as we have internet and we believe everything that is on there, so maybe I don’t know a fake online newspaper posted a fake new and you believe that because “oh, this a newspaper” and you believe what it says”

So, it was very productive the use of the roles because were they, the students, who guided completely the sessions, with a bit of help from the teachers, but were them who found the connections to give strong arguments that supported the examples they take from the book.

4.4. Population and Sample

The participants of this project were students from the Bachelor in English as a Foreign Language from UNIMINUTO. The sample consisted in 30 students, 19 females and 11 males out of 108 students from 7th to 9th semester between 19 to 31 years old. These students had already concluded the six levels of the subject Language and Anglophone Culture, most of them have got

a B2 level of proficiency in English according to latest FCE or IELTS moocs. Ten students participated in three out of fourteen piloting sessions of the syllabus of the literature circle.

It is important also to highlight the level in which the students began with in terms of critical thinking skills according to Bloom's' Taxonomy and this, based on the observations (O1, O2 & O3) made during the classes which is detailed explained in later chapters. It was found that most of students are likely to be between Remembering and Understanding stages since students were only recalling information from the text assigned (remembering) and they were hardly explaining what they read (understanding). These annotations were evident mainly in Observation 1 and 2 (O1-O2). For instance, when teacher ask students questions, normally there was even no answer (O3) or responses with poor arguments. In that way higher scales in the critical thinking process was not evident in the three observations

Additionally, four teachers from the Bachelor were interviewed to know their perceptions about students' critical thinking and its relation with their participation in the different classes of the program.

4.5. Data Collection Instruments

4.5.1. Observation registered with audio recordings.

For this project it was needed a non-participant observation which according to Perumal (2014) is a way in which the researchers are not directly involved in the activities or in the events, but instead the researcher is a passive observer. Additionally, the author states that this type of observation takes place when designing and implementation issues most of the time. Audio recording was the way in which the information was gathered and previously coded in the needs analysis as well as informed consents were delivered and signed for the teachers (see

appendix B). Having said so, an audio recording refers to a technique used to report the students' behaviors and participation through transcriptions. Moreover, Hopkins (2005) states that this method is accurate, and versatile to gather detailed evidence.

Three observations took part in two different courses, one elective and one from the professional component in the curriculum of the program, each one with fifteen students approximately. The purpose of these observations was to identify students' participation and teachers' promotion of critical thinking inside the classroom. The focus of these subsequent observations on the students' points of view, reflection and constant participation around the topics studied. The observations were carried out two hours per week during three weeks at UNIMINUTO. As a result, the researchers applied a questionnaire to seventeen students to know the reasons why they do not participate in class.

For the piloting, it was also necessary to use observation/field notes in that way we could identify the critical thinking process in students according to the Numrich's Sequence of Critical Thinking Tasks, and to find deficiencies on the syllabus designed

4.5.2. Questionnaire.

According to Perumal (2014) a questionnaire is a list of written questions to be answered by respondents of a particular study. It allows researchers to identify patterns and trends to explore what is happening in a certain context and it includes opinions, feelings and perceptions about an issue (p.115). For this project, two questionnaires were designed, the first one (see appendix F), consisted on a paper-based with open-ended and closed questions in which students from the Bachelor answered to gather information that supported the needs analysis. The second (see appendix H) was a closed question, printed questionnaire form, in which seventeen students

stated the reasons why they do not participate actively in class. With the information gathered, the activities in the syllabus for the literature circle were designed taking into account the reasons given by students about class participation.

4.5.3. Video.

The piloting were recorded to check the participants' development of thinking skills as it was established in the syllabus. Hopkins (2005) set up a group of advantages for this type of instrument, one of them is that through video recording "patterns of progress can be charted" (p.139) which is the principal goal of this instrument inside the piloting taking into account that the information found on it led the syllabus adjustments.

4.5.4. Semi-structured Interview.

The aim of a semi-structured interview is to "enable you to make some kind of comparison across your participants' responses, but also to allow for individual diversity and flexibility" (Hopkins, 2005, p.75). Four interviews of this kind were made to teachers. They were useful to know teachers' perspectives about students' critical thinking interventions inside the classroom.

5. Results

5.1. Needs Analysis

The following is the presentation of the introduction and background about the relevance of a needs analysis, the data collection methods used to find students' needs, the key participants who made part of the process and the key findings that emerged after a codification process for each of the data collection instruments used for the needs analysis done in this project.

5.1.1. Introduction and Background.

To carry out the current project a needs analysis had to be developed to understand participants' needs, interests and weaknesses in terms of critical thinking skills. First of all, it is important to go back in literature to understand how a needs analysis works and why it is relevant for this project. Fatihi (2003) established that a needs analysis is a process in which curriculum objectives are set to facilitate students' learning related to real life situations after their formal education is finished. There are different ways to gather information as Kohoutová (2006) mentioned, some of those are questionnaires, interviews, observations and discussions. The aim of those tools is to feed the needs analysis in order to support the curriculum contents.

Furthermore, Johns (1991) says that "needs analysis is the first step in course design and it provides validity and relevance for all subsequent course design activities" (as cited in Haider, 2016, p.32). The aims of the present needs analysis were to find students lacks and needs when using critical thinking skills, the reasons why they do not participate actively in class, and their perceptions about literature circles and the students' literary interests, in order to design a syllabus that fulfils successfully students' needs and likes.

The needs analysis is based on the subjective needs analysis model proposed by Richterich (1983) which carries subjective information that reflects the perceptions, goals, and priorities of the learner (as cited in Haider, 2016). Additionally, this needs analysis follows the *Target Analysis* category by West (2003) where necessities are identified: "what the learners need to know in order to function effectively in the target situation" (as cited in Haider, 2016, p.7). With the purpose of identifying the difficulties students have in terms of critical thinking

skills throughout the data collection instruments used for this goal and to develop the syllabus for the literature circle intended to help with critical thinking.

5.1.2. Data Collection.

The methods listed below are going to be described to provide information about the goals of each instrument and the participants that made part of the data collection.

5.1.2.1. Survey.

Initially, a twelve-question survey was designed to find out the students' literary interests and how many of them would be interested in participating on the literature circle (see appendix F). Thirty students answered this survey that included multiple-choice answers, a yes/no question, a yes/no question with justification, an open-ended question, and 3 additional questions to gather extra information to contextualize the population.

Most of the multiple choice questions were designed to obtain relevant information such as the last English level obtained in the IELTS or the FCE, this to see if the students' English level was the required for participating in the literature circle. Another relevant question had to do with choosing which of the four communicative skills they had difficulties with (listening, speaking, reading and writing). The last two questions of this type were designed to identify participants reading preferences and consider these for the syllabus content. On the other hand, the open questions provided information about the participants' beliefs on extracurricular activities to develop critical thinking.

According to the results of the survey, we found potential benefits of creating a literature circle to develop critical thinking skills. Among the main reasons found are the development of critical thinking skills, the use of English as the target language, and the design of innovative

activities and resources. Similarly, the benefits of creating a literature circle as an extracurricular activity are motivation and enhancement of reading, reading reinforcement, improvement of English level, and cultural and intellectual enrichment as shown in Figure 3. All those categories are explained deeply in the key findings section of the current chapter including their corresponding evidence.

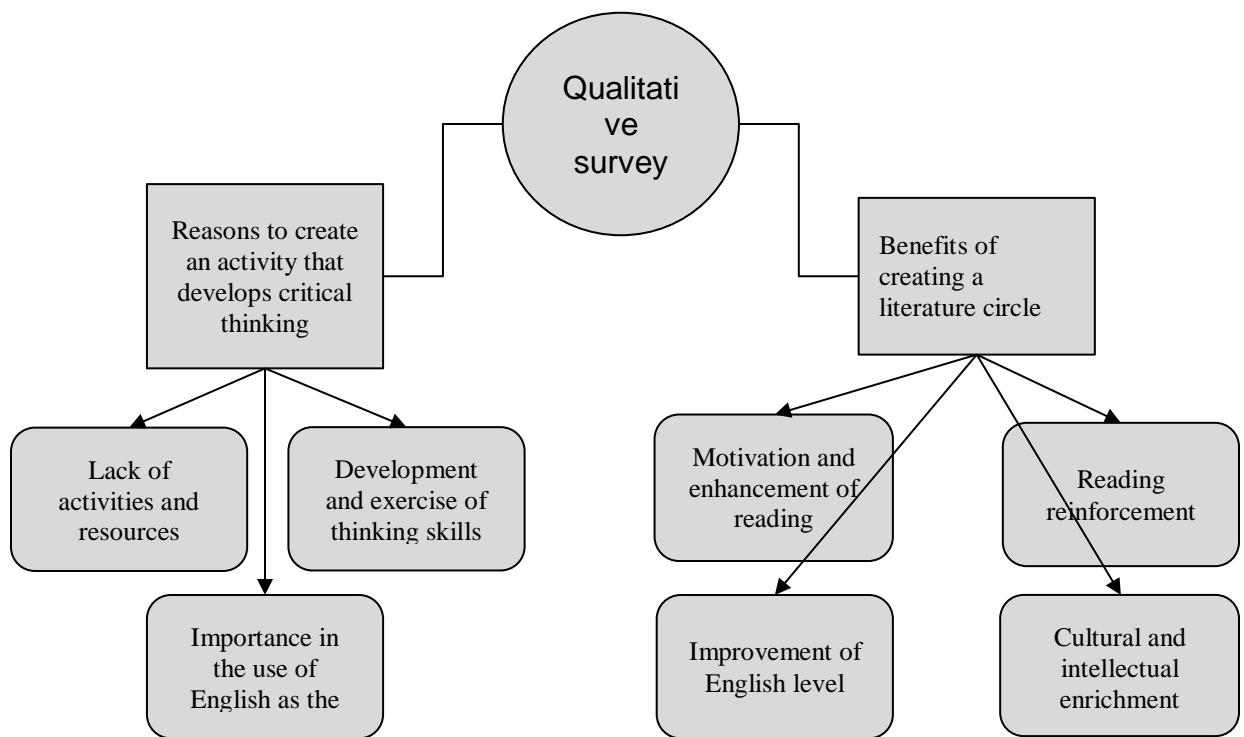


Figure 3. Reasons and benefits of having a literature circle.

5.1.2.2. Observations registered with audio recording.

Three class observations were applied to identify the actual critical thinking processes in the classroom. These observations were recorded and later transcribed into field notes. The analysis of this instrument is presented in the section of key findings.

5.1.2.3. Questionnaire.

The researchers created an online questionnaire (see appendix H) to be answered by seventeen students interested in participating in the literature circle. Part of this questionnaire included two statements about low class participation with four frequency options E.g. (a) always, (b) sometimes.

After analyzing the data of this instrument, we found some reasons why students do not participate actively during the classes including fear of failure, lack of knowledge, low second language proficiency and teacher-centered class. Those findings are explained in depth in the key finding section of this chapter.

5.1.2.4. Interviews.

Four teachers from the Bachelor program at the University were interviewed once. These interviews consisted of seven open-ended questions that sought to identify both the current activities that foster critical thinking skills in the classroom, and the teachers' perceptions towards these types of skills. According to analysis of data, it was found that most of the activities were addressed to checking assigned reading and questioning. On the other hand, low participation, literal reading level and teacher-centered class were the most relevant findings regarding to teachers' perceptions. (see Appendix I, Table 2).

5.2. Key Participants

The participants of this study were 30 students from seventh to ninth semester of Bachelor in English as a Foreign Language at UNIMINUTO. Conveniently, all of the participants had already approved the six levels of language and Anglophone culture and B1 level according to FCE or IELTS moocs.

5.3. Key Findings

Horonere (2017) argues that triangulation is a useful strategy to validate information through cross verification from two or more sources in order to indicate the severity of it. Subsequently, in this section the key findings are presented according to a methodological triangulation (Guion, Diehl, and McDonald, n.d) which refers to using multiple methods of data collection to study the research problem. In this sense, data collected from three methods (interviews, observations and questionnaires) was compared to see if there were similar findings.

With the purpose of building up an interpretation out of the data collected, researchers used grounded data analysis approach. That according to Freeman (1998) “you work to ground the analysis in what is in the data” (p. 102) and states four steps that mark the path of this approach: naming, grouping, finding patterns and displaying. In this sense, researches of this project firstly took out key ideas and concepts from what was observed and listened during the data collection stage. Then, these concepts were categorized in order to find relationships among them later that support the research objectives.

Three grounded categories emerged from the analysis of the data gathered from the instruments: teacher centered class as a result of students’ low participation, implications of low awareness about critical thinking skills, and potential benefits of enhancing critical thinking skills through reading. In the following sections, the reader will find the analysis and discussion of the main categories with some subcategories necessary to present the findings more specifically.

For the presentation of the key findings, a set of codes was given to quote each participant and instrument used in this project. These codes are briefly described as follows. The

surveys were codified in the following way: “S-ST”, the S makes reference to the type of instrument, in this cases a survey, and the ST means student. Additionally, a number from 01 to 30 was added referencing the student that filled the survey. When referencing to a student in the current section, the code S-ST plus the number of the student for example, *S-ST 01* will be used.

When describing the categories and situations presented with the observations registered with audio recording they will be referred as “O” plus the number of the observation/audio recordings 1 to 3, e.g.: “O1”. Likewise, the questionnaire applied to students will be referenced in this section as Q-ST, the Q represents the name of the instrument and the ST represents the word student, plus the number of the student that filled the questionnaire.

5.3.1. Teacher centered class as a result of students’ low participation.

According to the analysis made through the triangulation, it was highlighted the main category presented in all of the three instruments as well as the two other subcategories: Students rarely answer questions and as a result of this, teacher centered class was evident.

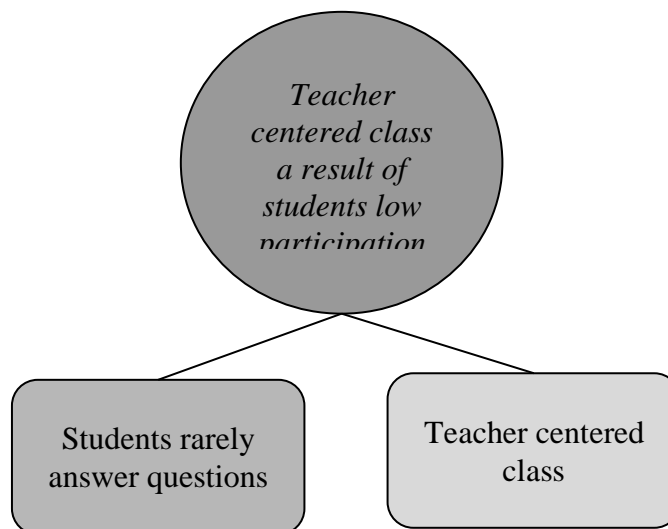


Figure 4: Teacher centered class categories as result of observations with audio recording.

5.3.1.2. Students low participation.

According to the observations (see appendix G, table 1) made to students in their classes, it was noticed that students were not answering some of the questions made by the teacher. As an evidence, in one of the observations there were some moments during class, in which the teacher interrupted the presentation to ask students questions. Some of them were: “*How can we make our classes meaningful for us and for the kids?*” “*What is Educational Material?*” In which any response was given by the students making a prolonged silence in the classroom. In this sense, as one of the consequences from stop answering questions by the students, is having less opportunities to learn (Graham, 2008), therefore having less chances for a critical thinking development. In observation number 2, the teacher asks to students to think critically about a picture in which gender stereotypes are shown, there is no response from students so the teacher had to repeat the question and select a student to answer the question.

5.3.1.3. Few students participate in class.

Additionally, this means that students’ participation in class is reduced to the same 3 or 4 students that share ideas or opinions which were evidenced in two out three observations applied to the students in an elective class. In the first observation as it was a presentation made by students, the interventions made by students should not be as limited as they were in this class. Students seemed to be afraid of asking or giving their opinions when the presenters required them to participate. During these presentations just one student participated saying: “*And also could be the Total Physical Response*”, it showed little intervention from the student. Also, in the second observation the teacher was asking questions based on some pictures and she asked students to think critically about them. The teacher then had to said “*THINK please!*” and only

one student could answer critically about the gender stereotypes presented in the material that the teacher showed saying that:

“I noticed something about gender, the first thing that I noticed was the color so, the beautiful girl coloring book is pink and the second one is about a boy and it is blue and in the corner there is a mom and her baby so it can be related to the stereotypes that women have in the society. Also I can notice in the three pictures that there is something about gender since there are two men, a boy and a man that are actually reading meanwhile the woman is knitting so it is about the culture I think that this material can be from India or something.”

In this sense, in a class of twelve students just four students tried to participate as much as they could. Finally, this means that the teacher’s effort in implementing questioning method for the students is not enough for encouraging them to go beyond to what is being presented to them, but they prefer to stay in silent instead making the teacher select one student to answer.

However, this is not a consequence of teaching practices, but it is related to internal issues, regarding student’s motivation, self-image in relation to participation and teacher’s attitudes as Ruiz (2014) supports it. This seems to be the most relevant reasons why students do not participate as they are expected. Sometimes teachers assume that being introvert is the only reason to justify low participation in class, but in his blog, the professor Zakrajsek (2017) suggests that introversion is not the only factor when referring to low participation. In his article, the professor states that students do not participate when they do not have valuable contributions for the class.

In the survey applied in this study it was found that more than half of the students (Appendix H) said that even though they understand the teachers’ questions, they could not

answer these because sometimes they do not have the knowledge required to answer the question. In this sense, this lack of knowledge to respond might be a result of uncompleted homework assignments, complex or decontextualized readings, and poor reading habits as Zakrajsek (2017) suggests.

According to the evidence analysed, it is inferred that students do not participate much as they do not feel part of the class in an active way, because it is the teacher who takes control of it. Thus, this context brings about a *teacher centered class* which is the subcategory that is explained in the upcoming paragraphs.

5.3.3.4. *Teacher centered class.*

As a consequence of the aspects mentioned above, the teacher becomes the center and the source that provides information in the class. Something recurrent on the observations was that students did not participate in class or their interventions used to be vague. Teacher needed to complement students' answers or/and extend their responses because students just said "key words" and did not go beyond on their answers as seen in *O2-S3 when she said: "maybe daily routines"*. As a result, classes in which students should be the center of the class ended in the teacher's domain because there were not enough support and examples on students' answers.

Given a situation in which students had to answer questions about reading and even questions in which their experiences in the professional practicum are the key for the answers, students did not answer at all. Following the questions formulated by the teacher, a prolonged silence was the answer from most of the students, and simple comprehension questions about previous readings for the class had to be answered by the teacher instead.

Another aspect that increases the low participation has to do with the fact that students tend to wait for the teacher's answers according to the results (figure 5) of the statements presented on appendix H. Nevertheless, in the questionnaire 11 out of 17 students considered that teacher questions are interesting and challenging but they refuse to participate having as a consequence a teacher-centered class where he is the only one in charge of the knowledge and the learning processes. Students then have a passive role and their participation and contributions are not meaningful. A teacher-centered class has many advantages but when it comes to the development of critical thinking, unfortunately this kind of classes as Cristillo (2010) states, are associated with "hindering the development of higher level cognitive skills" (as cited in Mpho, 2016, p. 12).

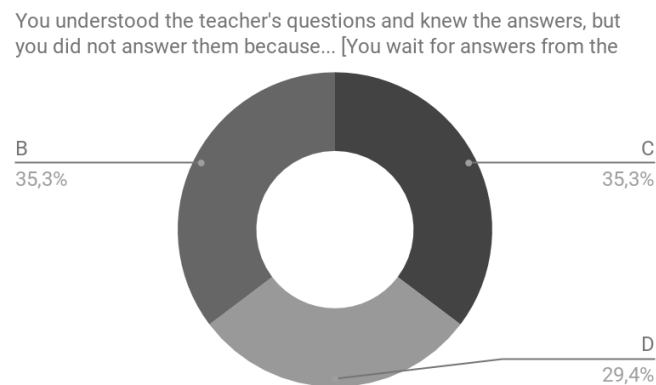


Figure 5: Q-ST01-17 range of answers from students to the statement "You understood the teacher's questions and knew the answers, but you did not answer them because... [You wait for answers from the teacher.]" In which 35,3% of the students answered B as sometimes, 35,3% answered C as rarely, and 29,4% D as never.]"

As a result of this analysis, a proposal of six roles are included in the syllabus which will be developed in each session of the literature circle, in that way students would have an active role of the class, making them feel more engaged and committed. Those roles include: summarizer, questioner, illustrator, literary luminary, researcher, and connector. These roles will be developed in the chapter that includes the proposal.

5.3.2. Implications of low awareness about critical thinking skills in students.

Something recurrent on the observations and the interviews was the low awareness about critical thinking skills. Generally, teachers assign some readings for the classes and what they expect from students is to participate according to what was read and their previous experiences as students. When it is time to share ideas, students keep silence and it is the teacher who has to start analyzing the reading and answer questions just as in one of the classes observed, the teacher wanted students to support their ideas explaining what we teach in terms of grammar and what we teach in a cultural way, since there was not any intervention, teacher had to provide an analysis of this by giving examples (O2) and also the situation when students participate, are the ones who do it in each class and intervention. Once the interviews and observations were made, they were codified into recurrent events or situations and then the categories were matched and classified into four big categories (see figure 6). Below, each of those categories are explained according to the evidences found during the observations and interviews.

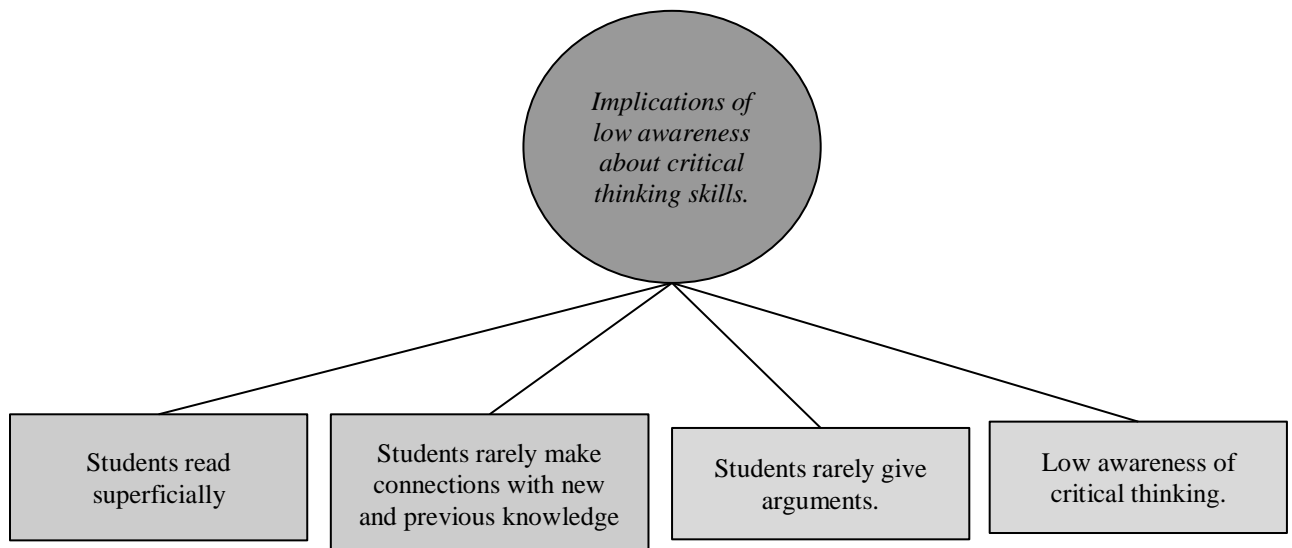


Figure 6: Categories of low awareness of critical thinking as result of teacher interviews and observations with audio recording

5.3.2.1. Low awareness of critical thinking.

This category was reflected during the interviews when the teachers were asked if they were conscious about the promotion of critical thinking during the classes. Most of them agreed that they were not always conscious about it, but in some situations it was according to the topics, as a teacher said:

"Consciente consciente creo que no,...tampoco es como tan consciente, es como que si la temática se presta, bueno trabajemos esto, pueden pensar sobre esto...depende un poco de las temáticas y el nivel de inglés, en algunos cursos es más fácil llevarlas que en otros cursos" (I-T02).

[“Conscious, conscious, I believe not ... it is not that conscious, it is if the theme allows it, we can work it out, we can think about it ... it depends a little on the subjects and the level of English of the students, and in some courses it is easier to take the activities than in other courses”]

Similarly, another interviewed teacher said that as teachers they promote critical thinking but sometimes the activities or strategies they prepare for it are not enough for that aim (I-T04). On the other hand, a third interviewed teacher mentioned that she tries to implement activities that involves analysis and deep thinking individually or in groups (I-T03), which means that even when teachers try to develop critical thinking in their classes the factors that intervene in the process are diverse. So that, the activities prepared by the teachers that involve the development of critical thinking skills cannot be worked in class because students avoid participation which is the basis of those activities.

5.3.2.2. *Students read superficially.*

In the same interviews it was also found that once the readings are assigned, the students read them just to accomplish a “task”, this means without a reflective or critical process. This was clearly identified on teachers’ answers when it was asked about the factors they believe influence students low participation in class, to what they said:

“...precisamente la falta de verdadera lectura de los estudiantes...” “...no leen y si leen, leen de manera superficial entonces no tienen elementos teóricos para discutir...” “no leen el material que se les está asignando... o si leen y no comprenden el material debido al nivel de inglés...” “...los estudiantes carecen de un ejercicio de lectura de comprensión...” (I-T01)

[“...precisely the lack of genuine reading from students...” “...they don’t read, and if they do, they read in a superficial way, therefore they don’t have theoretical elements to discuss about it...” “They don’t read the assigned reading material (...) and if they read they do not comprehend the readings because of their English level”] (I-T01)

All the teachers interviewed agreed with the previous statement and it is something we could identify in the observations made to students. They just read because they have either to have a discussion in class or to prepare a presentation about a specific topic without comprehending the author's intention or to reflect about the readings as was seen in O1 when, after the students’ presentation, the teacher explained that she had to interrupt it because they were not emphasizing what was important and they were just repeating what the reading says. This is reflected not only in discussion participation but when teachers ask comprehension questions just to know if the students eventually read. Most of the time, students did not answer the questions because the reading process was superficial.

5.3.2.3. *Students rarely give arguments.*

One of the situations given in class, due to the lack of critical thinking skills and comprehensive deep reading was that at the time of sharing opinions students limited their interventions in class to a 5 to 10 words discourse. During the first observation, students were making a presentation about reading to young learners based on a reading assigned previously by the teacher. After some interventions made by the teacher, the students were asked about ideas to develop reading skills with children, to what one of the students in charge of the presentation answered that it is always important to have an approach that guides teaching reading to children. When the teacher asked back about what she meant with the word “*approach*” the student replies something related to materials that may help in the process. Then, one of the students that was part of the class said: “*And also could be the Total Physical Response*”. The intervention finished here. The student did not find the way to complement their answer to what the teacher was asking or to connect it with the reading assigned for the lesson or with previous experiences in their professional practicum.

Similar examples were identified in O2 where students were talking about the stereotypes that are present in fairytales and some reading activities for children. On the screen, the teacher displayed an image and asked the students to think critically about it but there was no response from the students, the teacher had to make emphasis on the word *think* and after that students participated a little bit more, one of them did an extensive intervention as seen below:

“I noticed something about gender, the first thing that I noticed was the color so, the beautiful girl coloring book is pink and the second one is about a boy and it is blue and in the corner there is a mom and her baby so it can be related to the stereotypes that

women have in the society. Also, I can notice in the three pictures that there is something about gender since there are two men, a boy and a man that are actually reading meanwhile the woman is knitting so it is about the culture I think that this material can be from India or something.” (O2)

This student was one of the current 3 or 4 students that frequently participated in class, but why she did not participate before the teacher had to persuade them to do it? The question was not related to a reading; it was related to the analysis of an image that everyone in the classroom could see. So, what can be said after the situation presented is that students do not have the ability of analysis well developed and just a few of them can infer based on an image and probably a reading given the case. A simple image as was described before can give us different scenarios to discuss about it in class or in daily life, but it is the responsibility of students to create those scenarios to go beyond the surface and give a new sense to “simple things”.

5.3.2.4. Students rarely make connections with new and prior knowledge.

In this category gathered from the observations made in class, students tend to just say what they know or what they have memorized but they do not make connections between the content and their previous knowledge or experiences, specifically in the two out of three observations made.

In O1, a student repeated what he read. It was noticeable because of two main reasons. On one hand, they just follow the authors words on the reading, they were not able to explain at least explain with their own words and create a connection with what was in the readings. On the other hand, students had to prepare some presentations using PowerPoint as their tool, but the

issue in this case was that they read what were on the slides, showing again a lack of connections between what was on the slides and their ideas, as an evidence of this, the teacher made an intervention by saying the following: “*For me it was difficult to follow (the presentation) because the key ideas are there but it is important that you as (student)teachers talk about experiences*” (O1-T). In this sense, what the teacher was trying to say, is that it is essential not only to refer to someone else ideas, but also to refer to their own ideas in terms of experiences making a more solid relationship with ideas when speaking.

However, in the second observation there were just two interventions in which two students linked the topic of the class with their experiences and the class topic. First as a spectator “*With those soccer world cups, why the journalist in the news do not give the same importance to the girls’ world cups?*” O2-S5 Then as a person who is involved in a context “*I think that in Colombian culture mothers teach their daughters that in order to be a good wife they need to know how to clean and cook*” O2-S4. These two last comments showed a strong connection with what teacher was showing (pictures) and their perceptions according to their own ideas. Nevertheless, the issue is that only two students in the class could develop these critical skills and even questioning which lead us to evidence that there is a still lack of students’ participation.

The idea of connecting new ideas with previous knowledge and its importance is supported by Wenk (2014) who states that when students are presented any problem, the prior knowledge and experiences influence their way of thinking. In addition, this author also mentioned that activating prior knowledge not only helps students to make connections with what they already know, but also it helps students become more *mentally engaged* in the future

learning. Being so, Wenk states that critical thinking includes a constant use of this prior knowledge in order to foster the abilities of thinking and problem-solving.

5.3.3. Potential benefits of enhancing critical thinking skills through reading.

This category gathered four subcategories collected in the survey in which students agreed with the possible benefits regarding the implementation of the Literature circle. (figure 8).

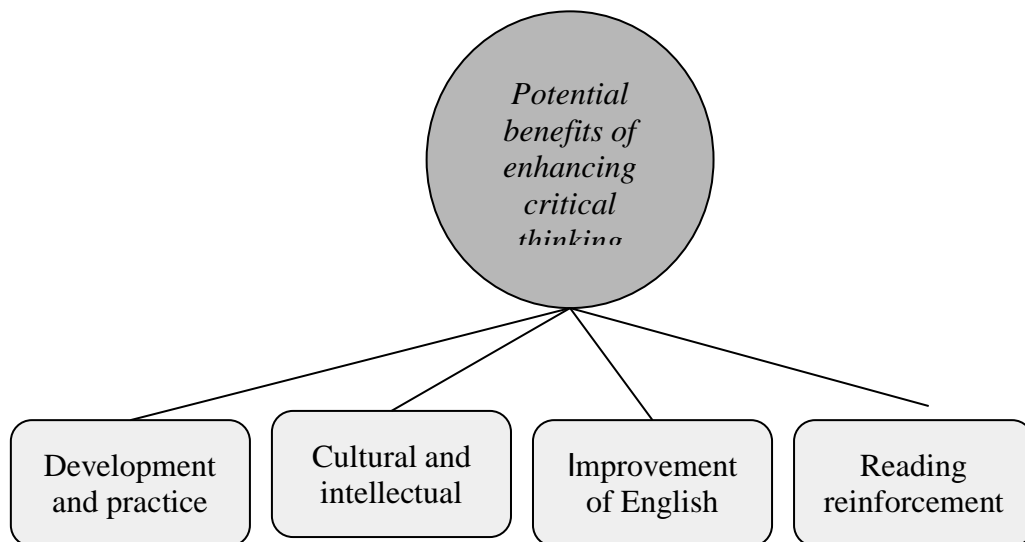


Figure 8: Potential benefits of developing critical thinking skills through reading.

5.3.3.1. Development and practice of thinking skills.

This category was found in the survey, in which the students were asked to give some reasons to open a literature circle. In this sense, 13 students agreed to the fact that designing activities to practice critical thinking would be useful to acquire better skills on it. The most common reason was related to the *development of thinking skills*, which according to Marzon (2012) defines it as “a mental processes used in cognitive functions that enable people to make meaning from, and create with information” (p. 21). However, students contributed to this category by saying that it’s been difficult for them to find activities in which they can actually

input into practice those skills (ST 01). Additionally, with the creation of these activities, students would have more opportunities and tools to develop thinking skills through their learning process as ST02 highlighted the lack of type of activities: “*Currently, it does not exist productive spaces that allow us to practice critical thinking skills, knowing they are important in any academic field*”. Other students think they can improve their thinking skills, so that this might be reflected on their English level which it can be seen as a benefit, and consequently, a reading habit would be created (S-ST04, ST10)

Furthermore, according to students, it is necessary to implement this extracurricular activity because they would be more confident and skillful in this area, as Paul & Elder (2001) suggest that students would be continuously practicing this ability through reading sessions. That is why students agreed with the fact of having activities in which they can use their thinking skills to reflect upon their reality in a social perspective, including their process in their education field as student ST15 mentioned: “*Because this help us to develop better perspective towards our reality; it develops autonomous thought*”, what this idea evokes is the desire and the purpose of creating activities to achieve the development of the skills expected with this proposal.

Moreover, in the interviews, another teacher (I-T4) referred to the benefits of the literature circle when he said that “*it reinforces the collaborative learning and the critical reflection*” this idea is addressing the use of thinking skills while developing the literature circle, not only in an individual way, but also in a collaborative manner, since students will be listening to other students perspectives making them even change their own opinions, in this sense the reflection would be in a group way. Also the teacher added: “*Critical thinking can be generated in those environments since they are enabling settings to reflect and to appropriate topics and*

themes that emerge from the reading and discussions” this means that literature circles will provide students the opportunity to interact, discuss and expose topics from the book by producing thinking skills along the sessions.

5.3.3.2. Reading reinforcement.

For this category, four surveyed participants proposed that a literature circle could strengthen the reading skills because it is one of the language skills less developed in class and for that reason the students may have a lower performance on it, and additionally it will help to practice reading and improve critical thinking. Besides that, students may feel motivated to be part of activities they could participate actively during a session, just as they stated in the questionnaire: “*Sería muy bueno para fortalecer las habilidades de lectura*” (ST11), which means that it would be a great idea to create a literature circle to strengthen their reading abilities. Similar answers were given by other students (ST13, ST28, and ST30). They also expressed the necessity for implementing reading activities due to the common issues regarding comprehension that they faced on their classes, so they may infer that having these kinds of activities they would contribute to their reading skills in every aspect including reading comprehension.

Karatay (2017) states 4 different contributions regarding the implementation of a Literature Circle and one of those is related with reading reinforcement, since she explains that students feel more motivated to activate reading skills during the development of a literature circle, due to the fact that students are applying their critical view of a specific theme, making them feel the necessity to be committed to give different opinions of a book as well as their desires and interests towards reading would be increased while they interact and communicate

with others and having book discussions, as I-T4 mentioned: *“for the students from the later semesters, it would encourage them to create reading habits as well as to build knowledge about what they talk or discuss about based on the book”*. This idea refers to the constant contact with reading abilities that students will develop along the implementation of the literature circle sessions and at the same to be able to discuss about the topics that the book presents in order to give different opinions based on what they previously read.

5.3.3.3. Improvement of English level.

This category was the most recurrent in the sample. They truly believe that through literature circles their English level will improve because they will be constantly sharing ideas and points of view. From the 100% of the sample, 36.6% agreed with the improvement of all language skills in this activity because they will defend and give their ideas in the second language. The sample seemed very positive when they read about this proposal as a student stated: *“I consider that this activity will improve the English level, besides of being in a frequent contact with the language”* (ST29) which can be transferred into a benefit of including this kind of activity for the students from the Bachelor program at UNIMINUTO. Karatay (2017) includes in her studies, that the language skills will be involved in the negotiation of different meanings regarding a discussion about a book. They will be in contact with the language since they need to listen to their partners' views and make an analysis and defend their point of view. In this way, students will be practicing their speaking skills as an important aspect in language, leading them to increase their English level.

On the other hand, they will not only practice their speaking skills, but also they will increase their English level by reading and expanding their vocabulary, spelling, and grammar (Rosen, 2017). This process is not explicitly developed but instead, it is an inner process in which students are exposed to these abilities in the books, so they are even learning, practicing and applying what they have read with an increased amount of new vocabulary, having this as an example.

Thus, students will be entirely exposed to the language in two different ways: having interpersonal communication and experimenting different abilities while reading, in which according to Rosen (2017) is just one of the benefits regarding reading skills and it is related to what students expressed in the questionnaire. On the other hand, as a teacher mentioned in the interviews: *“It would avoid the use of internet and would increase the use of thinking. It would improve oral abilities and writing skills”* (I-T1) this teacher perspectives refers to the fact that students will be practicing their speaking and their writing during the literature circle sessions, leading them to acquire better skills on them since they will be encouraged to provide opinions and to support them. Also regarding the oral and writing abilities, I-T3 said: *“There would be a better organization and clarity of ideas at the moment of expressing them either orally or written and also their writings would have more theoretical support”*. One more time, when talking about the improvement of English, these teachers refers to the reinforcement of both skills (oral and written) as a way of increasing the use of English and the better development of it.

5.3.3.4. Cultural and intellectual enrichment.

The last category was mentioned by two of the students surveyed. They said that this proposal will be a way of cultural enrichment since they will be exposed to different opinions: *It*

would be interesting and appealing to take advantage of other classmate's points of view (ST27)

this regards to the advantage they will take during the development of this Literature circle as they expressed, they would be exposed to learn from the others by listening to them.

Additionally, ST21 said that this type of activity will allow cultural and intellectual enrichment due to the activity will use books as a tool to discuss and exchange ideas with others.

What this student mentioned in here, it is evident one of the purposes they expect from developing this kind of extra activities, in which there would be the opportunity to be able to discuss about any topic given and in addition to this, teacher will not be the only in charge of giving students the chance to talk, also the students will play an important role in order to lead this specific tasks, since as mentioned before they will have the responsibility to have different roles. In this sense, according to Groucho (2017) those discussions moments are the core for a literature circle to work as expected. The contributions that students exposed in this activities will build a more comfortable environment and the literature circle will not fall short in terms of a successful development. On the other hand, 1984 by George Orwell, the book chosen to develop the literature circle leads to have a variety of different discussions, because of the topics found on it such as politics, economy which in fact will let students to enrich their knowledge by reflecting upon on them leading to have a bigger picture of a cultural view.

5.4. Conclusions of Needs Analysis

To summarize, the categories gathered along the process while collecting data, showed different ideas, perceptions and different needs, to take into account when implementing a Syllabus proposal for critical thinking skills. The implications of the lack of practice of these skills were evident in the students' and teachers' perceptions. However, the creation of activities

with a critical thinking focus may influence in the way teachers and students perceive their classes. In this sense, low participation, as it was the main issue in the findings, may be constantly decreasing within the practice of critical thinking skills because with the contribution of the syllabus specially designed for this aim, students will be openly invited to share thoughts and opinions without being judged. Not including those skills indicates some implications as was seen during class observations, however the possible benefits point out other uses to take advantage of. The literature circle will not only contribute to the autonomous thought but also to the collective one. According to the authors mentioned before, book discussions in class will serve as the main objective in the sessions during the Literature Circle (Gaucho, 2017). Finally, the possible benefits mentioned by students and supported by authors lead us to emphasize the necessity for designing a proposal to approach those needs and to overcome the main issues found during the needs analysis implementation.

6. Syllabus Proposal

6.1. Competency -Based Syllabus Design

When it comes to set up a course it is relevant first to make a needs analysis on the participants to establish their specific educational and contextual needs. In that sense, the fulfillment of those needs will guide the development of the course. Additionally, this analysis will help to make decisions about proper goals and content to be carried out in the course (Richards, 2001). The way in which those goals and contents are set is through a syllabus. A syllabus is a document that gives an outline about how a course will be run (topics, dates and resources) and assess; who can take the course and what will be expected of the participants at the end of the course (Kearsley, G., & Lynch, W., 1996)

According to Richards (2001) there are different kinds of syllabuses, each one for different learning or teaching purposes so that, planners can choose between one and the other, being influenced by factors such as beliefs, theories, experiences and trends around language teaching and learning. The syllabus that will be designed over this project, comes from an educational approach called competency-based education (CBE) which is focused on getting students to demonstrate the mastery of a certain skill or competence combining knowing and doing to complete an activity (Muluh, 2012). It means that course participants go beyond learning abstract content and apply concrete skills to put knowledge to work. Muluh (2012) defines these cognitive processes as “...putting together of all knowledge, know-how and attitudes required for the solution of real life problems or situations” (p.519)

The CBE approach is based on a person-related concept (Arman and Konwar, 2011, p. 9) of competencies that according to Richards (2001) they are “observable behaviors that are necessary for the successful completion of real-world activities” (p.129). Those observable behaviors are integrated with a combination of knowledge, skills and attributes (Arman, and Konwar, 2011). The establishment of these competencies will guide the syllabus content, also participants and designer expectations in terms of learning outcomes. In that sense, participants must evidence those learning outcomes during the course through the activities that will be proposed in the syllabus since in each teaching-learning activity, it is necessary to leave evidences, products or observable results as Maldonado (2010, p28) establishes in his book.

A competency-based syllabus design is focused on what the participant can do rather than just on what he knows, since its components are oriented towards the achievement of learning and availability for its transfer (Bellocchio, 2010, p. 54). This kind of syllabus is characterized by 5 factors according to Sudsomboon (Arman, and Konwar, 2011, p. 11)

1. Instead of objectives, think of “competencies”,
2. Instead of content, think of outcomes,
3. Learner activities will be based on performance of learner and accomplishment of criteria,
4. Teaching activities are learner centered,
5. Formative evaluation is necessary.

Additionally, developing a competency based syllabus requires first to determine the competencies, the means of assessing or measuring and its standards by which participants will be assessed (Arman, and Konwar, 2011, p. 12). As such, this approach will be appropriate for the development of this proposal since the main goal of it is to promote thinking competencies.

The Numrich’s Sequence of Critical Thinking Tasks (Beaumont, 2010) was taken into consideration to design the didactic sequences and progressively upgrade the participants’ critical thinking skills through a competency based syllabus proposal. This sequence is defined as a tool for planning and developing lessons that encourage critical thinking by gradually increasing the challenge of it. It also provides teacher with a set of options that will guide her in scaffolding critical thinking skills.

Numrich's sequence contains seven types of tasks that can be group into three:

1. Focus on the students’ world
2. Focus on the text
3. Focus beyond the text

The first type involves tasks such as observing and identifying assumptions in which students have the opportunity to see or hear something related to the text, activate their prior knowledge, react by expressing their opinions and clarify their current thinking or value on the

topic. The second type demands of the students to be able to demonstrate their comprehension of the text and move toward well supported judgments. This process involves understanding, organizing and interpreting information. Finally, the third type asks students to go deeper and pull together all they have collected about the topic. That is to say, their initial assumptions, the text itself and other sources of information related to the topic to make connections with real life situations and adopt critical stances as is shown in table 3.

Table 3
Numrich's Sequence of Critical Thinking Tasks

Perspectives	Critical Thinking Tasks	Skills Practiced
Focus on the student's world	1. Observing	Looking Listening
	2. Identifying assumptions	Sharing background Expressing opinions Clarifying values
Focus on the text	3. Understanding and organizing	Summarizing Distinguishing relevant details Ordering Classifying Comparing and contrasting Explaining cause and effect
	4. Interpreting	Making inferences Interpreting meaning Hypothesizing Theorizing

Focus beyond the text

- | | |
|--------------------------------|--|
| 5. Inquiring further | Surveying the public
Interviewing a specialist
Researching |
| 6. Analyzing and
evaluating | Synthesizing information
Critiquing
Reflecting on related ideas
Making logical
conclusions
Reevaluating assumptions |
| 7. Making Decisions | Proposing solutions
Problem solving
Taking action
Participating |

Note. Adapted from Numrich’s Sequence of Critical Thinking Task at Beaumont, 2010.

According to Beaumont (2010) these tasks types “are not mutually exclusive and not always strictly sequential” (p.13), which means that the lesson design is flexible and sometimes overlapping. In this sense, the development of the current syllabus proposal includes 14 sessions that could be taught during a complete academic semester in which each session will last one hour per week. Over the introductory session of the course, students are getting involved in the author’s life and the book themes, as well.

The subsequent six sessions are developed in accordance with the Numrich’s sequence and the literature circle roles. In each session, a specific role is presented and assigned to the participants so they gradually become familiar and committed to the development of the literature circle in an active way. Six out of eight roles (summarizer, questionnaire, connector, illustrator, literary luminary and researcher) presented by Daniels (2002) were chosen for its development and were adapted from online worksheets designed by the Eagle Mountain-

Saginaw Independent School District in Texas, US (appendices J to O). Additionally, we designed the activities to link them to the tasks that Beaumont proposes making each session more complex than the previous one. So that, students scaffold progressively using and exploring the roles one at a time.

Table 4
Literature Circles Roles Descriptions

Literature Circles Roles Descriptions (Daniels. 2002)					
Summarizer	Questionnaire	Illustrator	Literary Luminary	Researcher	Connector
To prepare a brief summary of the assigned reading giving the main points.	To develop a list of relevant questions that will facilitate group discussion.	To share visual interpretations of the assigned reading.	To locate sections or quotations of the text the group would like to hear read aloud.	To find out some background information about the book. (cultural references or the history of	to find connections or links between the book and something

Note: Adapted from Literature Circles: Voice and Choice in Book Clubs and Reading Groups (Daniels, 2002)

Subsequently, the last 7 sessions are in charge of students since they have already been able to perceive possible forms of development of each role, both explicitly (when they were in charge of its development) and implicitly (with the activities that the teacher carried out in the sessions) The goal of these sessions is for students to have power over the development of the Literature Circle looking for a more active, collaborative and autonomous work. In this second stage of the syllabus, the teacher will be a facilitator to guide an appropriate development of the activities promoting a student-centered class. All the activities, questions and materials for each session are included in the appendices section (appendices V to A.B). Here we have previously

prepared all roles sheets in case any student is absent (it will be evidenced in the syllabus appendices V to A.B). In that way, all roles will be worked during the sessions in case there are absent students.

Three sessions of the syllabus proposal were piloted with 10 students to determine if the activities were appropriate and effective and if the questions planned for each session generate critical discussions. This piloting sessions allowed us to make adjustments to the final proposal of the syllabus. The piloting of these three sessions showed that students were really engaged with the topic and readings of the book as they expressed it, as student 1 mentioned “*What I enjoyed the most during these three sessions was talking about topics that are so sensitive, but if you do not have these types of reading spaces in which you start knowing and reflecting on them, you will never talk about them.*”. This was confirmed in the analysis of the videos recorded during the piloting.

On the other hand, we noticed that the proposed activities generated deep discussions and that the students could support their interventions with their own experiences and external data to the book. In addition, it was such the appropriation of both the theme and the situations students found in the book, that they raised discussion questions such as “*As an individual or as a society, how can we contribute to change the status quo?*” and “*How far can power go? Will it be possible that, as in the book, we may lose our privacy, our own life?*” (student 2). However, while carrying out the sessions we noticed that some comprehension questions were not relevant or necessary so that, we decided to omit them from the syllabus. Moreover, we checked carefully the other sessions’ questions to avoid the use of unnecessary questions.

As a way of assessing this extracurricular activity, we proposed the implementation of the learning log designed by Goalbook Toolkit (n.d) (see appendices A.C to A.D) in order to detect

and follow how the participants are progressing and developing critical thinking skills. Being so, participants will bring to each session the learning log from the previous session completed and the teacher will collect it.

The book that will guide the discussions within the literature circle is called “1984”. A novel written by the English author George Orwell and published in 1949, This book is set in a dystopic and fictional future in a Europe in which the government controls and watches every action and thought of the citizens and insists on defining its own reality manipulating mass media. Winston Smith is the main character from this novel, who as a result of his dissatisfaction with the strict oppression of the Party, begins a romance with Julia, one of his work comrades. Thanks to this secret affair and his friendship with O’Brien who he considered a member of the Brotherhood that opposed the oppressive regime, Winston ended up being betrayed by him. This betrayal cost him and his lover a brutal torture, also they ended up accepting the truth of the Party indoctrination.

The choice of this book was given to the combination of several factors. First, thanks to the results of the student surveys in which they showed empathy towards the dramatic literature. Second, some literature teachers from the Bachelor program recommended it. To these two aspects is added the facts that this book has been a bestseller in many countries, it has been translated into many languages, and last but not least, it contains topics such as totalitarianism, mass media control, and government surveillance among others that would allow interesting discussions among the participants.

Table 5
Syllabus Proposal

General Information	
Faculty	Education
Program	Bachelor in English as a Foreign Language
English Level	Under B2
Course Length	14 weeks
Session Length	1 hour per week
Book Name	1984 by George Orwell
<p>Course Description: Literature Circle for Critical Thinking (LCCT) will be a practical course that will allow participants to develop the necessary skills to think critically applying them in a literary reading activity. The sessions will encourage participants to discuss around a variety of topics such as Totalitarianism, Oppression, Power, Language, Sexuality, Loyalty, Mass Media Control, Government Surveillance etc, found in the book.</p>	
<p>Course achievement: At the end of this course, the participants will actively and critically intervene in discussions about certain topics based on a literary book called “1984” by George Orwell using inferences, assumptions, questions, arguments to support ideas and personal opinions, as well as making connections with real life situations.</p>	

Formative Assessment: This course will use two kinds of learning logs (Appendix J and K) to assess students’ performance and the teacher will be able to choose between one or the other to assign it as homework after each session.

Competency Based Syllabus					
Core competence Critical Thinking					
Session	Critical Thinking Task (s)	Skills Practiced	Role	Activities in class	Autonomous Work
1	Observing Identifying Making assumptions	-Looking -Listening -Expressing opinions	Introductory session (There is not role)	<ol style="list-style-type: none"> 1. The teacher (hereon <i>T</i>) will present to students the printed book showing the cover and saying some brief features such as the author, the publication date, in how many languages it has been published, how many editions it has, how relevant and famous the book has been 2. T will show the different covers that the book has had over the time and in different countries, using PowerPoint slides (appendix P) 	<ol style="list-style-type: none"> 1. T will assign the pages to read before the next session. (Chapters 1 & 2)

				<ol style="list-style-type: none"> 3. Students (Ss) describe the different books' covers. 4. T will ask Ss to think if they would buy the book just looking at the printed cover that T brings to the session and why they would or wouldn't buy it. 5. T will ask Ss to think which cover will make them buy the book and give the reasons for their choice 6. T will play a video (appendix P) in which the biography of the author will be briefly presented. 7. Ss have to give suggestions on what time the book was written based on the covers and the video. 8. T will present Ss the roles within the literature circle, Summarizer, Questioner, Connector, Illustrator, Literary Luminary Researcher, (appendices J to O) then, T will have the roles written in pieces of paper in a bag and Ss have to choose his/her role. Each piece of paper will have the description and the tasks of each role. 	
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				<p>5. After listening students' comparisons, T will explain what totalitarianism is and will give the Nazi regime example giving the most relevant characteristics of it.</p>	
<p>3</p>	<p>-Understanding and organizing</p> <p>-Interpreting</p>	<p>- Distinguishing relevant details</p> <p>-Making inferences</p> <p>-Interpreting meaning</p>	<p>Questioner</p>	<p>Chapters 3 & 4</p> <ol style="list-style-type: none"> 1. T will ask Ss to identify some elements from the two assigned chapters that advocates totalitarianism. 2. Then, student in charge of the Questioner role for this session will bring to the session some questions students probably may ask about the two chapters assigned and students will have a discussion about each question. 3. Additionally, T will handle a bag with some questions (appendix R) in little pieces of paper. Students will be organized in groups (2-3), each group will take one and discuss it with their group, at the end, the students will take turns to discuss as a whole all of the questions. (Taking into account 	<p>-Read chapters 5 and 6.</p> <p>-Students have to do a research about how language can shape our thinking and bring the information found to class to discuss it.</p> <p>-Ss in charge of the Connector role will find connections between the book and them, and between the book and the world.</p>

				each question should be followed by “how do you know?” question, in order to have students inferring and interpreting)	
4	-Understanding and organizing -Interpreting -Inquiring further	-Explaining cause and effect -Theorizing -Researching	Connector	Chapters 5 & 6 1. T will stick on the board a set of cards (appendix S) in which there will be some phrases from the chapters. Ss have to complete the phrase saying what happened (effect) or why it happened (cause) to check comprehension. 2. Students in charge of the connector role will share the connections they found between the chapters and them and between the chapters and the world. 3. After that, Ss will share their findings around the influence of language on our thinking (appendix S). 4. Ss in groups (2-3) will share a theory (appendix S) using their research and the book, in which they support how the language used in the book shapes the way in	-Read chapters 7 & 8 -Bring to class a drawing related to main events and places in chapter 7 and 8 -Have an elderly family member or a friend talk about the following concepts: inequality, proles’ neighborhood, country’s background, capitalism.

	<p>-Interpreting</p> <p>-Making decisions</p>	<p>-Proposing solutions</p> <p>-Problem solving</p> <p>-Participating</p>		<ul style="list-style-type: none"> ● How are the proles seen by the Party in the book? ● In our reality, the term “inferior people” exists? If so, how is it reflected? And who are they? ● Do we have any “truth” hidden by the Government? Just as Winston wanted to know how the country was before The Revolution. ● Have we experimented many/few changes within time? Which one? Why? ● How is inequality seen in the Chapter? ● How is it reflected nowadays? <p>3. In the meantime, whenever it fits during the discussion, students will show their drawings and they will let other students to speculate what they mean in order to connect their drawings with their own ideas, and then the Illustrators will explain what the picture represents for them.</p> <p>4. Additionally in Chapter 7, a problem by Winston in which he remembered an event years ago is mentioned. The purpose in this part is</p>	
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				<p>that students come up with different ideas or solutions for this problem <i>“Until they become conscious they will never rebel, and until after they have rebelled they cannot become conscious”</i> guided by this main question:</p> <ul style="list-style-type: none"> • What do you think would be the best way for the proles to rebel in order to benefit people’s life in Oceania? Taking into account the proles are 85% of the population. <p>At the end, students will analyze and evaluate the different ideas to select the most appropriate one.</p>	
6	<p>-Observing -Identifying assumptions</p>	<p>-Looking -Clarifying values</p>	Literary Luminary	<p>Part Two Chapters 1 & 2</p> <ol style="list-style-type: none"> 1. Student in charge of the Literary Luminary role will develop his role according to the suggested role sheet (appendix N). 2. After, T will show Ss a set of pictures in PPP (appendix N) 	<p>-Researcher role preparation -Read chapter 3 and 4 part 2</p>

	<p>-Understanding and organizing</p> <p>-Interpreting</p> <p>-Analyzing and Evaluating</p> <p>-Making decisions</p>	<p>-Classifying</p> <p>-Hypothesizing</p> <p>-Critiquing</p>		<p>related to the body language to explore Ss' values and beliefs about body language. T will write on the board the following question <i>how likely is to stay out of committing a Facecrime in real life?</i> Ss will keep in mind the question to relate the next activity to it.</p> <ol style="list-style-type: none"> 3. T will ask Ss what Facecrime is. 4. T ask Ss to select an event from the assigned chapters in which they could not have contained themselves to make some gesture (e.g. Then, they must draw a gesture according to the situation in the card. In addition, Ss must classify each gesture taking as reference the vocabulary presented in the PPP slides. 5. Then, Ss will think and write down a tentative explanation and answer the question previously written on the board. Ss must give at least 2 facts to give support to their answers. Ss will share their hypothesis. 	
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		-Participating		<ol style="list-style-type: none"> 6. T will give Ss an article published by Forbes magazine (appendix T). Ss must read it. 7. Then, Ss will critique their partners' hypothesis taking support from the article and other strong sources of information. 8. T will show Ss a compilation of funny videos (appendix T). Ss must watch it and try to not laugh or grin. At the end, they will give final thoughts about the previously stated question bearing in mind their performance during the video and the article. 	
7	<p>-Observing</p> <p>-Interpreting</p> <p>-Analyzing and</p>	<p>-Looking - Listening</p> <p>-Making inferences</p>	Researcher	<p>Chapters 3 & 4</p> <ol style="list-style-type: none"> 1. To begin with, T will show two videos (appendix U) about an analysis, made about the two chapters 3 and 4. This will be the opening for the student in charge of the Researcher role. 2. Before starting with the Researcher role, T will ask Ss to discuss their 	-Read chapter 5 and 6 part 2

	<p>Evaluating</p> <p>-Inquiring further</p> <p>Interpreting</p>	<p>-Reflecting on related ideas</p> <p>-Researching</p> <p>-Interpreting meaning.</p>		<p>posture about the video, if they agree or not with the perspective given by the person in the video.</p> <p>- Do you agree with the video? Why?</p> <p>-How is the perspective given by the person in the two chapters been analyzed?</p> <p>-What is inferred from the quote “Never go home, the same way you went out” based on the person’s perspective on the video?</p> <p>3. The student in charge of the Researcher role will make the connection from the previous discussion to link it with the findings prepared by the student. In which the student is supposed to bring relevant information related to the two chapters.</p> <p>4. As extra activities T will have prepared some questions regarding the two chapters to have students analyzed some of the main events in the reading and how they can find a relationship with situations in real life:</p>	
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				<p>-As in chapter 3, sexual desires are inhibited, what would be the reasons against or in favor of this statement? And How is it reflected in today’s world? What are other forbidden acts that are convenient for the government?</p> <p>-At the end of the chapter, why does Winston consider Julia is too young to understand this situation?</p> <p>-Discuss the role of sex and intimacy in 1984. What specific function does the Party's directive on sexual interaction serve?</p>	
<p>From now on, students are supposed to lead the Literature Circle during the sessions according to their roles. Little intervention from the teacher will be developed. However, teacher will have prepared all role sheets in case any student is absent.</p> <p><i>*The role sheets and activities are available at the appendices section.</i></p> <p><i>(appendices W to A.C)</i></p>					
8			Questioner	<p>Chapters 5 & 6</p> <p>1. T will set a theme for the session. It will be “Generation Gap”</p>	-Read chapter 7 and 8 part 2.

	<p>-Identifying assumptions</p> <p>-Interpreting</p>	<p>-Expressing opinions</p> <p>-Interpreting meaning</p> <p>-Making inferences</p>	<p>Literary Luminary</p> <p>Illustrator</p> <p>Connector</p> <p>Summarizer</p> <p>Researcher</p>	<ol style="list-style-type: none"> 2. T will ask Ss about the meaning of “Generation Gap”. After listening some ideas, T will show a video (appendix V) giving an example of this theme. 3. Then, T will ask Ss to take into account the following question to think about it while carrying out the Literature Circle <i>What differences do you find in the way Winston and Julia view the Party’s oppressive policies?</i> 4. Students will carry out their roles. 5. T will show Ss a chart (appendix V) about generational differences. Ss must read it. 6. T will ask Ss to answer and discuss the question previously stated. 7. After that, T will ask Ss to infer about the future generation’s core values.(e.g future generations will not enjoy working in an office, instead they will prefer to work at home since 	
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				in a few years technology will allow humans to do that)	
9	.Understanding and organizing	-Summarizing	Questioner Literary Luminary Illustrator Connector Summarizer Researcher	<p>Chapters 7 & 8</p> <ol style="list-style-type: none"> 1. T will create a group of Ss. This group will organize a set of cards in chronological order in which they will find key points of both chapters with the goal of summarizing them for their partners. 2. T will display a picture (appendix W) illustrating a part of chapter 8 in which Winston and Julia meet with O’Brien. Ss should express their thoughts about it and according to the situation given in the book. 3. T will start a discussion with some questions as a guide and will read some quotations to generate discussion. The idea is that Ss participate sharing their own questions to the circle. The <i>Questioner</i> and <i>Literary Luminary</i> 	<ol style="list-style-type: none"> 1. Read chapter 9 and 10 part 2

		<p>-Questioner</p>		<p>roles will be developed with the latest worksheet (appendix N) designed for this aim.</p> <p>Questions:</p> <ul style="list-style-type: none"> ● Why do you think they (the “rich”) have the privilege to turn off the telescreen? ● It is just for 30 minutes, but wouldn’t it allow a rebellion against The Party? ● How does The Party control what happen on those 30 minutes? <p>Quotes:</p> <p><i>“The proles had stayed human.”</i> P.208</p> <p><i>“‘Yes,’ said O’Brien, ‘we can turn it off. We have that privilege.’”</i> P.214</p> <p>4. T will show a video (appendix W) about Egyptian Revolution. Ss will understand the reason why Egyptians decided to go out and</p>	
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				<p>show their dissatisfaction with former dictator Hosnir Mubark.</p> <ol style="list-style-type: none"> 5. Based on the events on chapter 8 and the Egyptian events explained on the video, Ss will imagine they are living in a country led under a dictatorship. 6. Ss should create the events that made the dictatorship possible and the creation of a secret movement that will work for people’s interests to turn it down. 	
10	-Understanding and organizing	- Distinguishing relevant details -Comparing	<p>Questioner</p> <p>Literary Luminary</p> <p>Illustrator</p> <p>Connector</p> <p>Summarizer</p> <p>Researcher</p>	<p>Chapters 9 & 10</p> <ol style="list-style-type: none"> 1. Ss initially will discuss some questions based on a video (appendix X) about a critical analysis of chapter 9. This will be done before they develop their roles. <ul style="list-style-type: none"> ● The man on the video states that it seems there is no way out for overthrowing the party’s regime at this point. Once again the party demonstrates the power over reality, how is this 	<ol style="list-style-type: none"> 1. Read chapter 1 and 2 part 3.

				<p>the ideal world for Winston and Julia be?</p> <ul style="list-style-type: none"> ● At this point, what would the consequences for Winston and Julia be after being caught by the Thought Police? ● Winston and Julia’s illusion of having created a private space has been shattered, in what ways people’s privacy is being shattered nowadays? <p>4. Ss will develop their roles talking about chapter 10. (Appendix X).</p> <p>5. T will wrap up the two chapters with the help of a mind map on the board with the answers and ideas given previously by ss. The participants conclude the session determining the most common ideas related to the questions.</p>	
11			Questioner Literary	Part Three /Chapters 1 & 2	1. Read part 3 chapters 3 and 4.

	<p>-Understanding and Organizing</p> <p>-Analyzing and Evaluating</p>	<p>-Contrasting</p> <p>-Reflecting on related ideas</p>		<p>and tell how this graphic might work in our society.</p> <p>4. T will show Ss a video “<i>How To Brainwash A Nation</i>” (appendix Y)</p> <p>5. Once Ss have watched the video T will ask them to explain how subversion might be related to brainwashing.</p> <p>6. T will ask Ss to think about how our nation has been transformed taking into account the meaning of subversion and how in the book we can also identify the same.</p> <p>7. Ss will carry out their roles (appendices J to O).</p> <p>8. Then, Ss in groups will identify a possible situation of subversion in our country and what means the power uses to wash our minds. Ss will use cardboards to represent it visually.</p> <p>9. All groups will share their ideas.</p>	
<p>12</p>		<p>-Summarizing</p>	<p>Summarizer</p>	<p>Chapters 3 & 4</p>	<p>1. Read part 3 chapters 5 and 6.</p>

<p>-Understanding and organizing</p> <p>-Observing</p> <p>-Analyzing and evaluating</p>	<p>-Looking and Listening</p> <p>-Reflecting on related ideas</p>	<p>Illustrator</p> <p>Questioner</p> <p>Literary Luminary</p> <p>Connector</p>	<ol style="list-style-type: none"> 1. Ss in charge of the <i>Summarizer Role</i> will start the session. In case the Ss do not attend to class there is a summary of chapters 3 & 4 on appendix Z. 2. Ss will watch a short clip based on the book <i>1984</i>. After watching it, and based on the video, Ss will analyze an image and will discuss about how the oppression is reflected on both the image and the video (appendix Z). 3. Some quotes from the chapter are going to be read aloud to start a discussion about them. <p>Quotes:</p> <p><i>“Power is not a means; it is an end.” P.332</i></p> <p><i>“We control matter because we control the mind. Reality is inside the skull” p.334</i></p> <p><i>“The earth is as old as we are, no older. How could it be older? Nothing exists except through human consciousness.” P.334</i></p>	
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				<p><i>“One does not establish a dictatorship in order to safeguard a revolution; one makes the revolution in order to establish the dictatorship.” P.332</i></p> <p>4. T will talk about the oppression by the German Nazis and the Russian Communists that O’Brien said are close to The Party methods based on the previous reading of the articles assigned last session.</p> <p>5. Ss will find similarities between the cases exposed on the articles and the dictatorship established by Big Brother and The Party on the book. Then Ss will reflect critically about those similarities (the power of speech, mind control, torture, and the ones proposed by the Ss) finding the base that made possible the continuity of those ideologies for many years, in the book and in the situations proposed.</p>	
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				<p>immobilized just like Winston is.</p> <p>5. Ss will share their symbols and the roles will simultaneously be developed. (Appendix A.A). Additionally, Ss will assess their partner drawing in terms of relationship with Winto’s situation. In a circle they will presenting and meanwhile they will be giving their opinions with a critic view</p>	
<p>14</p>	<p>- Inquiring further</p> <p>-Analyzing and evaluating</p>	<p>-Researching</p> <p>-Proposing solutions</p> <p>-Taking action</p> <p>-Participating</p> <p>-Reevaluating assumptions</p> <p>-Synthesizing information</p>		<p>Closing</p> <ol style="list-style-type: none"> 1. For this final session, Ss have done a previous reading about 2 articles provided by the Human Rights Watch (appendix A.B). 2. Ss will be divide in 2 groups and T will assign to each of them one of the articles. Ss have to imagine they are living this situation, that they are part of the countries under oppression. In that way, Ss will propose solutions to the situation given by the teacher considering 	<p>2.</p>

				<p>the the problems Winston faced on the book by his rebellion.</p> <p>3. Ss will watch a video explaining the “<i>New World Order Conspiracy Theories</i>” (appendix A.B) and taking into account the ideological political thinking in the 1984 author’s point of view about mind control power and political control set out on the book, Ss have to synthesize the information given on the video and reconsider each one of the ten theories presented to reformulate their own point of view about power and political control around the world.</p>	
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7. Conclusions

This project aimed to design a competency-based syllabus proposal for a literature circle based on the outcomes of a needs analysis done in seventh to ninth semesters from the Bachelor in English as a Foreign Language from UNIMINUTO. This competency-based syllabus was created by the authors, adapting the Numrich's Sequence of Critical Thinking Tasks as the basis for the activities and roles to develop on each session. However, to have as result the syllabus proposed, it was required to do firstly, a needs analysis in order to understand participants' needs, interests and weaknesses in terms of critical thinking skills. Secondly, to design the didactic sequence of the syllabus proposal applying the Numrich's Sequence of Critical Thinking Tasks. and to give answer to the question that led this research: *How the outcomes from a need analysis in the Bachelor in English as a Foreign Language can contribute to design a competency-based syllabus proposal for a literature circle that develops critical thinking skills in students from 7th to 9th semesters?*

The needs analysis carried out to identify students' needs showed three main categories "Teacher centered class as a result of students' low participation", "Implications of low awareness about critical thinking skills in students" and "Potential benefits of enhancing critical thinking skills through reading" by which we could identify important aspects to design the competency-based syllabus proposal. The first category showed the reasons why students tend to avoid participating in class giving result to teacher centered classes; the second category revealed why critical thinking skills activities brought from teachers cannot be developed in class; and the third category displayed the benefits that students may have while developing critical thinking

skills in a literature circle. Consequently, it was noticed that there is not a conscious reading process in which students were aware of the content of the reading and the comprehension of it. For that reason, classes became teacher centered due to there is not theoretical basis for class discussions. Furthermore, as there is not a conscious reading process from students the activities focused on critical thinking brought by teachers have to change in class, because as there is not theoretical basis it is impossible to gather their objective. Lastly, it was possible to identify four potential benefits as a result of the developing of critical thinking skills through literature circles. In that way, students agreed saying that the practice of English skills as one of the potential benefits of the literature circle because as it is based on sharing opinions, discussions, listening to the others, and some writing tasks they will strength the language skills. Another benefit was the cultural enrichment allowed through the selection of the book to work on the literature circle. Throughout the selection of the book, students can see that, in the world, there are not the only ones with an specific position about something as was the case of this research with the book 1984 by George Orwell which talks about political and social issues which allowed the students to connect immediately with their own thoughts about their context and reality making them feel more comfortable at the time of expressing their opinions.

After identifying and categorizing these needs regarding critical thinking skills, we decided to carry out a competency-based syllabus since we did not want the participants to learn abstract content around critical thinking but to go beyond and apply concrete critical thinking skills by which they could demonstrate mastery of those skills. All this, following both, the Numrich's Sequence of Critical Thinking Tasks in which students have the possibility to scaffold from lower to higher order thinking tasks; and the extracurricular activity of literature circle

whereby the participants read and discuss carrying out certain roles that allow them to go beyond the text.

First, we chose the book “1984” by George Orwell, even though it is suggested by Daniels (2002) that students make the decision about what to read. Here, we decided to choose it bearing in mind not only students’ literary tastes but teachers suggestions and reviews of the book. The activities were created towards the development of the literature circle roles and the scaffolding of the critical thinking skills. Also, the resources were chosen according to the kind of skill worked. Participants showed empathy towards the book choice and the proposed activities stating that the theme of the book gives way to deep and interesting discussions. Giving in this way answer to the second specific objective related to determining the activities, readings and resources.

Following the needs analysis and the selection of activities, readings and resources, a fourteen-session-syllabus was designed in order to scaffold the sequences of critical thinking tasks proposed by Numrich considering that the lessons designs are flexible. The first six sessions of the syllabus are guided by the teacher in order to introduce the roles that will guide students to develop the subsequent eight sessions in an autonomous manner. To check if the methodological design was the appropriated for the syllabus, the first three session of the syllabus were piloted and the analysis of those resulted in the proper adjustments for the final syllabus proposal.

Finally, the future implementation of the current proposal will benefit UNIMINUTO, the Bachelor in English as a Foreign Language Teaching and its students in the following way. On one hand, as an extracurricular activity that may complement the professional education of its

students by developing critical thinking skills which are essential for the understanding of today's society, and by reinforcing those skills in the individual development of each of them. On the other hand, by the appropriate use of students' free time in an extracurricular activity that, as said before, would enrich their personal and professional education using literature readings taking into account students reading preferences.

7.1 Limitations

One of the things that could have gone better was the size of the sampling that participate in the piloting of the literature circle. This sample was composed by 10 students, but for an activity like this it is important to have a bigger sample that allows a greater interaction between the participants. Additionally, find students that accomplished the requirements established for this proposal became a difficulty due to most of them were not following the Bachelor's suggested curriculum. That is why it was found during the observations and the survey fulfilled by the students that most of them had a B1 English level, or inferior, and were pursuing subjects from last semesters which had as requirement a B2 level.

7.2 Further Research

This project had a piloting based on the design of a competency-based syllabus in which a series of tasks were developed. The following step for this proposal would be the implementation as such, in the university as part of the curriculum for students from seventh to ninth semester. Future work would include the development and fulfillment of activities planned with the purpose of fostering the use of critical thinking abilities within an educational context.

For future implementations, the version of this syllabus could be adapted to make it suitable for students of all semesters. Additionally, the literature circle could be in charge of foreign assistants or students with an excellent level of language who want to do their professional practicum within the university. This, in the event that it continues to be considered an extracurricular activity. But it could also be linked to the curriculum of the Bachelor program itself since it already fulfilled the main aspects that a course must have such as definition of time, a theoretical and methodological framework. In this way, it could be part of the CPC elective courses.

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[8C&oi=fnd&pg=PR7&dq=guided+reading+groups+EFL&ots=Q2hKa6LupC&sig=5nYSk9f4bo0_ij0s1wUFoeyX3U#v=onepage&q&f=false](https://books.google.es/books?hl=es&lr=&id=hsIUp1-k5-8C&oi=fnd&pg=PR7&dq=guided+reading+groups+EFL&ots=Q2hKa6LupC&sig=5nYSk9f4bo0_ij0s1wUFoeyX3U#v=onepage&q&f=false)

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Appendix A

Bogotá D.C, Marzo 12 de 2018

Sra. Blanca Cely

Directora Programa Académico Licenciatura en Idioma Extranjero - Inglés

Asunto: Autorización de trabajo con estudiantes

Por medio de la presente las estudiantes Natalia Andrea Benavides, identificada con cédula de ciudadanía número 1.088.331.541 de Pereira, Eliana Cantillo Hurtado, identificada con cédula de ciudadanía número 1.014.260.118 de Bogotá y Luisa Fernanda Mogollón, identificada con cédula de ciudadanía número 1.019.123.898 de Bogotá, solicitamos autorización para desarrollar nuestro proyecto de grado que tiene como objetivo el uso de tertulias literarias como actividad extracurricular con el fin de determinar los beneficios que estos podrían tener en los estudiantes.

Dicho proyecto sería llevado a cabo con los estudiantes que actualmente se encuentren cursando de séptimo a noveno semestre de la licenciatura. Para ello, en primera instancia se realizará un pilotaje de encuesta y posteriormente, una vez realizadas las correcciones, se llevará a cabo la misma con la muestra completa.

Una vez completada esta primera instancia, se realizarán dos pilotajes de tertulias literarias las cuales serían llevadas a cabo en la universidad durante el presente periodo académico (2018-10).

Agradecemos la atención prestada y esperamos su pronta respuesta.

Cordialmente,

Natalia Andrea Benavides
C.C 1.088.331.541

Eliana Cantillo Hurtado
C.C 1.014.260.118

Luisa Fernanda Mogollón.
C.C 1.019.123.898.

Blanca Cely
Directora de Programa

Appendix B

Bogotá D.C, Abril 27 de 2017

Estimado Participante

Por medio de la presente queremos invitarlo a ser parte del proyecto de investigación “Literature Circles as an Extracurricular Activity for the Development of Critical Thinking”, con el fin de identificar las características que estos tienen en el desarrollo del pensamiento crítico en estudiantes de séptimo a noveno semestre de la Licenciatura en Idioma Extranjero - Inglés.

Para tal fin, realizaremos algunas grabaciones de audio durante la clase electiva Teaching English To Young Learners. Estas grabaciones serán solamente para uso investigativo y no serán publicadas por ningún motivo. Asimismo, su nombre no aparecerá en este proyecto si así usted lo desea.

En caso de aceptar la participación en este proyecto, usted podrá retirarse del mismo en el momento que lo desee sin ser penalizado de ninguna forma. Adicionalmente, las grabaciones realizadas serán eliminadas una vez finalice el mismo. Los resultados de este serán presentados en reuniones con el tutor del proyecto, pero su nombre y otro tipo de información no serán revelados.

Si tiene alguna duda acerca de este o sobre sus derechos en el mismo, no dude en comunicarse con Eliana Cantillo al 310 2962343, Luisa Mogollón al 319 2509581, o con Natalia Benavides al 316 4825165.

Agradecemos la atención prestada.

Cordialmente,

Eliana Cantillo Hurtado
C.C 1.014.260.118

Natalia Andrea Benavides
C.C 1.088.331.541

Luisa Fernanda Mogollón.
C.C 1.019.123.898.

Yo _____ con cédula de ciudadanía número _____ de _____ acepto ser parte del proyecto de investigación “Literature Circles as an Extracurricular Activity for the Development of Critical Thinking”

Appendix C

Bogotá D.C, Abril 27 de 2018

Prof. Claudia Mojica

Docente Licenciatura en Idioma Extranjero - Inglés

Asunto: Observación de clase

Estimada Docente

Por medio de la presente queremos invitarla a ser parte del proyecto de investigación “Literature Circles as an Extracurricular Activity for the Development of Critical Thinking”, con el fin de identificar las características que estos tienen en el desarrollo del pensamiento crítico en estudiantes de séptimo a noveno semestre de la Licenciatura en Idioma Extranjero - Inglés.

Es por ello, que las estudiantes Natalia Andrea Benavides, identificada con cédula de ciudadanía número 1.088.331.541 de Pereira, Eliana Cantillo Hurtado, identificada con cédula de ciudadanía número 1.014.260.118 de Bogotá y Luisa Fernanda Mogollón, identificada con cédula de ciudadanía número 1.019.123.898 de Bogotá, solicitamos su consentimiento para desarrollar algunas observaciones de clase, dos en total, para nuestro proyecto de grado que tiene como objetivo el uso de tertulias literarias como actividad extracurricular con el fin de determinar los beneficios que estos podrían tener en los estudiantes.

Dichas observaciones serían llevadas a cabo con los estudiantes que actualmente se encuentren cursando la electiva Teaching English to Young Learners, la cual ha sido seleccionada debido a que es una asignatura de último semestre, y es un espacio en el cual los estudiantes están sujetos a discutir alrededor de estrategias pedagógicas para enseñar Inglés como segunda lengua a niños basados en autores. Durante las mismas, tomaremos algunas fotografías de las diapositivas que los estudiantes presenten y algunas grabaciones de audio de la clase. Para ello aclaramos que en ningún momento se interferirá con el desarrollo de la clase, ni se entrará en juicios ni señalamientos.

Adicionalmente, se realizará una entrevista con la docente acerca de sus percepciones y creencias alrededor del pensamiento crítico el cual se ve reflejado en las intervenciones de los estudiantes durante las clases.

Con el resultado de las observaciones, la docente podrá realizar un plan de acción teniendo en cuenta los resultados encontrados en las mismas para así mejorar la participación de los estudiantes en la clase.

Agradecemos la atención prestada.

Cordialmente,

Natalia Andrea Benavides
C.C 1.088.331.541

Luisa Fernanda Mogollón.
C.C 1.019.123.898.

Eliana Cantillo Hurtado
C.C 1.014.260.118

Claudia Mojica
Docente Lic. Inglés

Appendix D

Bogotá D.C, Septiembre 3 de 2018

Estimado (a) Docente

Por medio de la presente queremos invitarlo (a) a ser parte del proyecto de investigación “Literature Circles for Critical Thinking”, con el fin de identificar las características que estos tienen en el desarrollo del pensamiento crítico en estudiantes de séptimo a noveno semestre de la Licenciatura en Idioma Extranjero - Inglés.

Es por ello, que las estudiantes Natalia Andrea Benavides, identificada con cédula de ciudadanía número 1.088.331.541 de Pereira, Eliana Cantillo Hurtado, identificada con cédula de ciudadanía número 1.014.260.118 de Bogotá y Luisa Fernanda Mogollón, identificada con cédula de ciudadanía número 1.019.123.898 de Bogotá, solicitamos su consentimiento para realizarle una entrevista para nuestro proyecto de grado que tiene como objetivo el uso de tertulias literarias como actividad extracurricular con el fin de desarrollar el pensamiento crítico de los estudiantes.

Esta entrevista tiene como fin saber sus percepciones y creencias alrededor del pensamiento crítico, el cual se ve reflejado en las intervenciones de los estudiantes durante las clases.

Agradecemos la atención prestada.

Cordialmente,

Natalia Andrea Benavides
C.C 1.088.331.541

Luisa Fernanda Mogollón.
C.C 1.019.123.898.

Eliana Cantillo Hurtado
C.C 1.014.260.118

Firma del docente

Appendix E

Bogotá D.C, Agosto 30 de 2018

Estimado Participante

Por medio de la presente queremos invitarlo a ser parte del proyecto de investigación “Literature Circles as an Extracurricular Activity for the Development of Critical Thinking”, con el fin de identificar las características que estos tienen en el desarrollo del pensamiento crítico en estudiantes de séptimo a noveno semestre de la Licenciatura en Idioma Extranjero - Inglés.

Para ello se le pedirá que asista a 3 (seis) sesiones de 1 hora (60 minutos) que serán llevadas a cabo durante el segundo semestre del presente año, las cuales se realizarán en la universidad y de ninguna manera irán a interferir con sus espacios académicos. De la misma manera, para el desarrollo del análisis de datos se realizarán algunas filmaciones y/o toma de fotografías como evidencia para tal fin.

En caso de aceptar la participación en este proyecto, usted podrá retirarse del mismo en el momento que lo desee sin ser penalizado de ninguna forma. Toda la información provista será confidencial si así lo desea, en ningún momento será compartida con personas externas al proyecto. Adicionalmente, las filmaciones de las sesiones serán eliminadas una vez finalice el el mismo. Los resultados de este serán presentados en reuniones con el tutor del proyecto, pero su nombre y otro tipo de información no serán revelados.

Si tiene alguna duda acerca de este o sobre sus derechos en el mismo, no dude en comunicarse con Eliana Cantillo al 310 2962343, Luisa Mogollón al 319 2509581, o con Natalia Benavides al 316 4825165.

Yo _____ con cédula de ciudadanía número _____ de _____ acepto ser parte del proyecto de investigación “Uso de Tertulias Literarias como Actividad Extracurricular”

Appendix F

Literature Circles for Critical Thinking

Este cuestionario hace parte del proyecto de investigación *Literature circles for critical thinking* el cual busca fortalecer el currículo del programa de la Lic. en Idioma Extranjero Inglés a través de la propuesta de un espacio extracurricular en inglés.

La información recolectada por medio de este cuestionario será usada solamente para fines investigativos de este proyecto y será guardada con completa confidencialidad.

Por favor complete el siguiente cuestionario según su criterio de forma clara y honesta.

1. Su género:
 Masculino Femenino

2. Su edad:

3. Semestre que cursa actualmente:

4. ¿Cuál fue su resultado en el último FCE que presentó?
 A2 B2
 B1 B2+
 B1+

5. ¿Cuál fue su resultado en el último IELTS que presentó? Si aplica.
 A2 B2
 B1 B2+
 B1+ C1

6. De las siguientes habilidades en lengua Inglesa, ¿Cuál o cuáles cree usted que son las que mayor dificultad le representan?
 Speaking Writing
 Listening Reading

7. ¿En qué tipo de espacios extracurriculares dentro del programa y fuera de la universidad ha participado para la práctica de la lengua inglesa? Mencione:

Nombre del espacio _____
Institución encargada _____
Fecha y lugar de participación _____

8. Prefiere leer:
 Textos académicos asignados por la licenciatura ¿Que áreas?

 Textos académicos de interés personal ¿Que áreas?

 Textos literarios ¿Qué géneros? ej: ficción, novela, acción, misterio, fantasía

 Otro tipo de lectura ¿Cuál ?

A SYLLABUS PROPOSAL TO DEVELOP CRITICAL THINKING SKILLS THROUGH
LITERATURE CIRCLES

9. De los siguientes géneros literarios, ¿Cuál o cuáles le atraen más?

- Narrativo (novela, cuento, leyenda) Épica (poema épico, romances)
 Dramático (tragedia, comedia, drama) Didáctico (fábula, ensayo, diálogo)
 Otro ¿Cuál? _____

Mencione un autor o libro de este género que haya leído:

10. Teniendo en cuenta que pensamiento crítico es un proceso de reflexión en el que el lector analiza, interpreta y evalúa información dada en un texto (Giltrow, J., 2002) ¿Le gustaría que se creara un espacio para enriquecer esta habilidad mediante la práctica del Inglés?

- Sí No ¿Porqué?

11. Teniendo en cuenta que Tertulia Literaria es una actividad en la que grupos pequeños de personas se reúnen con el fin de explorar experiencias de alfabetización y así convertirse en lectores activos (Hsu, 2000), ¿Qué opina usted ante la propuesta de creación de una Tertulia Literaria en Inglés, como actividad extracurricular para el desarrollo del pensamiento crítico y mejoramiento del nivel de lengua en estudiantes de séptimo a noveno semestre del programa LIEI?

12. ¿Estaría usted interesado en participar voluntariamente en este tipo de actividades?

- Sí No

13. Si la respuesta anterior es afirmativa, por favor diligencia un correo en el cual podamos contactarlo:

Nombre: _____

Correo: _____

Muchas gracias por responder al presente cuestionario. Su contribución es de gran importancia para alcanzar el objetivo del proyecto en desarrollo.

Atentamente,

Natalia Benavides
Lic. Idioma Extranjero Inglés

Luisa Mogollón
Lic. Idioma Extranjero Inglés

Eliana Cantillo
Lic. Idioma Extranjero Inglés

Appendix G

Table 1

Categories of critical thinking processes in students as a result of class observations

Categories	Description	Evidences
Teacher-centered class.	Teacher is the source and who provides the information.	In the 3 observations made, it is evident that the teacher often <i>expands, complement</i> or <i>retell</i> the students' ideas or opinions, in which the level of participation from the student is reduced. Observation 1: An example of this is when T decided to answer the questions she previously formulated to the students because the answers provided by them were not appropriate.
Ss rarely answer T's questions	Teacher asks but there is no response from students. After a question, there is a prolonged silence in the classroom.	Observation 2: T asked questions all over the lesson but as she did not get answers from Ss, she is the one who answered. Observation 3: There were some moments during class, in which the teacher interrupted the presentation to ask students questions. Some of them were: <i>How can we make our classes meaningful for us and for the kids? What is Educational Material?</i> in which the students did not answer.
A few Ss participate during the class	In the classroom there are two or three students who participate when nobody does. In some cases T has to select one student to answer.	Observation 1: As it was a presentation by students, the interventions made by Ss shouldn't be as limited as they were in this class. Ss seemed afraid to ask or give their opinions when the presenters required them to participate. During these presentations just one student participated saying: <i>"And also could be the Total Physical Response"</i> Observation 2: T was asking questions based on some pictures and she asked students to think critically about them. The teacher then had to said <i>"THINK" please!</i> " and only one student could answer critically about the gender stereotypes presented in the material that the T showed. In a class of twelve students just 4 students tried to participate as much as they could.
Ss rarely make connections.	Students tend to just say what they know or what they have memorized but they do not make connections	Observation 1: Ss repeat what they read. It was notable because 1: they just follow the authors words on the reading, 2: They read what is on the slides. Also, during the intervention made by T she said: <i>"For me it was difficult to follow (the presentation) because the key ideas are there but it is important that you as teacher talk about experiences (as teachers in their professional practicum)"</i>

between the content and their previous knowledge or experiences.

Another example of this assumption was seen when T told the Ss that the key ideas of the topic are there, in the slides, but they were not talking connecting those ideas mentioned by the author with they experiences as teachers.

Observation 2: There were just two interventions in which two students linked the topic of the class with their experiences with the class topic, first as a viewer *“With those soccer world cups, why the journalist in the news do not give the same importance to the girls’ world cups?”* Then as a person who is involved in a context *“I think that in Colombian culture mothers teach their daughters that in order to be a good wife they need to know how to clean and cook”*

It is evident that some students have an opinion an can infer things but they do not know how to connect that with personal or professional experiences, they must know how to relate those ideas and opinions with daily life situations in which they could be involved.

Observation 3: T asked one student from the group who was reading the slides *“For you! What do you mean by Educational material?”* in which the student answered : *“For me the material, should be interesting for students, the topic must be that students feel comfortable”* and then the teacher said: *“ You’re repeating what it says, give me an example , like What is educational material? . As seen before, students do not analyze questions and they limited their answers to repeat what the reading says without talk about their own experiences as current teachers.*

T tends to ask knowledge and comprehension questions

As a way to check if students have read or not Teacher is used to ask students knowledge and comprehension questions.

Observation 1: Ss did a presentation about grammar while reading but they were repeating what the reading said and were literally reading from the PPT slides. T decided to intervene with a question.

- *T: What do you think about the use of grammar while reading?
S: Grammar while reading? as they recognize patterns it will be easy for them to understand and will be easy to use them in for the situations, but is also because the stories that they’re reading will help teachers explaining.*

T: Give us three key ideas we can keep in our minds in order to develop reading skills with children?

S:always is important have an approach, in that way that approach is going to be helpful for teaching them (children) to read.

T:Can you explain what do you mean with approach?

S: for example could be like, mmm, for example when you are

teaching a book you can use for example some flashcards or some synonyms in order they can understand the book.

Observation 3: Ss were doing a presentation about selecting material for English classes, one of them mentions that “realia” is important in class, T asks the meaning of it to check Ss understanding of it. The simple answer to it could be: *to teach students in real contexts*

- *T: “what do you mean by realia?”*
S: “we use English to communicate with other people, so only by filling out worksheets they are not going to learn that”

Ss rarely give arguments

Students are not used to supporting their interventions with strong arguments. They just share their opinions using simple sentences.

Observation 1: Just a few students participated in the class and the interventions they made were really short because they gave an opinion but did not expand it with arguments.

E.g

- *“And also could be the Total Physical Response”*

Observation 2: Some of the students that participated in this class gave brief arguments or opinions and the complexity of their interventions was very low. They did not link the information with arguments.

*The examples listed below were given in a class focused on textbooks or readings for young learners in which gender stereotypes may be present.

E.g

- *“maybe their parents say he is gay”*
- *“ maybe daily routines”*
- *“or a girl playing soccer or with a car”*

On the other hand, there were some interventions with a higher level of complexity, they were longer (more than 4 words) and arguments.

E.g

- *“Well yes, boys can color and get stickers but look in the boy’s section there is a truck and in the girl section there are princesses so”*
 - *“With those soccer world cups, why the journalist in the news do not give the same importance to the girls’ world cups?”*
-

Ss do not analyze T questions before giving an answer

When the teacher makes a question students do not connect their answer with the question teacher does.

Observation 1: The teacher asked to one of the students that are presenting that explains what does approach means for her. The student answer the question talking about the resources to use as a support when teaching reading. As the student didn't answer as it should, one of the other students members of the class gives an example of an approach mentioning the TPR.

Observation 2: In this class, there was just once in which T asked Ss to look at the images and think critically about them. Being so T asked to Ss to say what they have noticed and a student said this: *"I think it is a simple reading presented in isolation because it needs to include like a context in order to start with the invention of the images"* Here it is noticed that the student did not analyze the question before, in order to give a proper answer to the question.

Note. This t categories showed that because of lack of comprehension reading Ss do not participate in class and cannot make connections between what they read and real life situations. Ss showed difficulties in situations given specifically to infer about a topic and T had to restructure questions to make Ss understand them.

Appendix H

Questionnaire Reasons Why Students Do Not Participate Actively In Class

This questionnaire is part of the research project called *Literature circles for critical thinking* which seeks to strengthen the curriculum of the Bachelor in English as a Foreign Language through the proposal of an extracurricular reading activity in English. The information collected through this questionnaire will be used only for investigative purposes of this project.

This questionnaire has a set of statements you have to rate according to your experience as student and beliefs, where:

A= Almost all the time C=Rarely

B= Sometimes D=Never

You must select one option for each statement.

Reasons Why Students Do Not Participate Actively In Class				
1. You understand the teacher's questions, but you could not answer them because...	A	B	C	D
a. It is difficult to put ideas into words.				
b. You do not have the knowledge required by the questions.				
c. The teacher does not give enough time to think on the answer.				
2. You understood the teacher's questions and knew the answers, but you did not answer them because...	A	B	C	D
a. You wait for answers from the teacher.				
b. You are afraid of making mistakes.				
c. You do not want to answer the questions which require your opinions.				
d. The teacher's questions are not interesting.				
e. The teacher's questions are too easy and not challenging.				
f. You do not like to talk in class.				

Appendix I

Table 2

Codification of the Interviews

QUESTION	T 1	T2	T 3	T4	CODE
<p>¿Cómo podría describir la participación de sus estudiantes en términos de pensamiento crítico?</p>	<p>"...la describo como mínima puesto que ellos generalmente están acostumbrados a memorizar a rendir informes pero nunca a ir más allá del contenido..."</p>	<p>"...hay una serie de factores que influyen en por qué los chicos no participan de forma activa y de forma crítica..."</p>	<p>"Los estudiantes en la mayoría de los casos no llegan a niveles de análisis profundos se quedan en resumir y describir muy pocos llegan a hacer análisis de lo que se les pide o dar una opinión les cuesta demasiado"</p>	<p>1. "...básicamente los estudiantes participan poco..." 2. "...si la participación es mínima podemos decir que en cada salón, en cada espacio académico que uno promueve que uno hace de contenido habrán dos estudiantes que participen con un pensamiento digámoslo así no crítico del todo pero que hasta de pronto hagan una participación basada en lo que de pronto han leído"</p>	<p>Low participation</p>
<p>¿Qué factores cree usted que influyen la poca participación de los estudiantes durante las clases?</p>	<p>"...precisamente la falta de verdadera lectura de los estudiantes..."</p>	<p>"...los estudiantes a veces no leen el material que se les está asignando... o si leen y no comprenden el material debido al nivel de inglés... a veces también se limitan a las lecturas que el profesor les</p>	<p>"Puede ser la parte de conocimiento o no logran tomar una postura frente al tema que se les plantea se quedan en repetir lo que se les dice ... otra de las dificultades que se tienen es por que no participan por que como no leen y si leen, leen de manera superficial entonces no tienen elementos teóricos</p>	<p>"...los estudiantes carecen de un ejercicio de lectura de comprensión, generalmente ellos leen para cumplir con el requisito de llevar algo leído..."</p>	<p>Ss do not read, Ss read superficially.</p>

	<i>asigna..."</i>	<i>para discutir..."</i>			
¿Cuál es su reacción al ver que los estudiantes no están participando de la forma en la que usted espera?	<i>"...yo primero me quedo en silencio esperando a que alguien me responda analíticamente... pero después de unos segundos me desespero de tanto silencio y soy yo la que empiezo a hablar por ellos y la que empiezo a digamos pensar por ellos..."</i>	<i>"...pero después de unos segundos me desespero de tanto silencio y soy yo la que empiezo a hablar por ellos y la que empiezo a digamos pensar por ellos..."</i>	<i>"...uno espera que la clase sea construcción de conocimiento colectivo y no sea mostrar todo lo que yo sé..."</i>	<i>"...necesito analizar como esta mi curso necesito implementar otras estrategias para lograr que ellos participen de una manera más activa"</i>	Teacher centered
Hemos notado que las preguntas de conocimiento y comprensión son predominantes en las clases, ¿por qué? y ¿cuál es el propósito de éstas?	<i>"...es como un ejercicio de verificación, al hacer preguntas de conocimiento y comprensión estoy verificando tomando una evidencia de si realmente leyeron si hicieron la tarea que tenían que hacer de qué forma hicieron esa tarea..."</i>	<i>"...por que tienen que tener como las bases teóricas de lo que han dicho los autores..."</i>	<i>"...es para verificar que estén leyendo...para verificar si tienes el conocimiento y a partir de esas pueden realizar análisis"</i>	<i>"...necesitamos saber qué entiende o comprende el estudiante relacionado con ese material,... necesitas saber que tanto el estudiante la entiende y la conoce para saber si tambien la puede aplicar..."</i>	To check reading assignment

<p>¿Piensa usted que el cuestionamiento es una herramienta efectiva para mejorar las habilidades críticas de los estudiantes?</p>	<p><i>"...es un ejercicio que los obliga a pensar y a ir más allá, como a romper esa barrera de la memoria de cosas estrictamente explícitas necesarias si no que piensen y vayan más allá y sean capaces de enfrentarse a otros contextos sin necesidad de estar directamente aun en ese contexto..."</i></p>	<p><i>"Si, es una forma de mejorar las habilidades críticas"</i></p>	<p><i>"Si porque es cualquier lugar o en la vida cotidiana te piden dar tu opinión y realizar operaciones complejas de pensamiento"</i></p>	<p><i>"...entonces formular preguntas hacer que el estudiante formule preguntas generar problemáticas que pueden ser resueltas a través de la lectura y de la teoría es un paso primordial para desarrollar el pensamiento crítico"</i></p>	<p>Questioning</p>
--	--	--	---	---	---------------------------

<p>¿Qué tipo de preguntas o actividades usted promueve en las clases para el desarrollo de estas habilidades?</p>	<p><i>"...que vayan y que se involucren en otros contextos. que hagan unas visitas... hacer la relación de otros caribes que no hemos conocidos pero correlacionar lo con nuestro caribe..."</i></p>	<p><i>"...análisis de historietas, análisis de poemas análisis de vídeos y de textos con base en las lecturas que hacen...compañía de un poema con un documental..."</i></p>	<p><i>"Ensayos, comentarios críticos, actividades de creación"</i></p>	<p><i>"...generalmente les pongo un video de reflexión al comenzar mis clases, si no es un video viene preguntas orientadoras..."</i></p>	<p>Reflection and Analysis activities</p>
--	--	--	--	---	--

<p>¿Promueve de manera consciente el pensamiento crítico? ¿De qué manera?</p>	<p>"Pues de manera consciente pero también inconsciente"</p>	<p>"Consciente consciente creo que no,...tampoco es como tan consciente es como que si la temática se presta bueno trabajemos esto pueden pensar sobre esto...depende un poco de las temáticas y el nivel de inglés, en algunos cursos es más fácil llevarlas que en otros cursos"</p>	<p>"...desarrollo actividades que los lleven a pensar y a analizar de manera profunda así sea en grupo"</p>	<p>"Ese de manera consciente es como una tricky question. Realmente uno trata de hacerlo, al decir al tratar puede ser que me quede corto en las actividades o estrategias que implemente..."</p>	<p>Low awareness of critical thinking</p>
<p>¿Cuáles considera usted que serían los posibles beneficios de la implementación de un círculo literario para el desarrollo del pensamiento crítico en estudiantes de últimos semestres de la licenciatura?</p>	<p>"evitaria el uso del internet, pues al tratarse de algo inmediato, se disminuiría el uso del internet y se aumentaría el uso de su pensamiento, y así se sentirían obligados a pensar más rápido. Mejoraría la oratoria, ya que su producción oral y escrita se volvería más compleja. Usarían la</p>	<p>"habría mayor organización y claridad de ideas al momento de expresarlas de manera oral y escrita. También mejorarían los aportes en las discusiones de clase y los escritos tendrían mayor soporte tanto teórico como práctico"</p>	<p>"fomentan el aprendizaje colaborativo y la reflexión crítica, Para los estudiantes de últimos semestres sería una posibilidad de fomentar sus hábitos lectores y la construcción de conocimiento mientras hablan o discuten acerca de libros que generan múltiples temáticas para ser discutidas. El pensamiento crítico puede ser generado en estos ambientes ya que son propicios para la reflexión y la apropiación de temáticas relacionadas a la realidad de los</p>	<p>Potential Benefits</p>	

*segunda
lengua en un
contexto
diferente, en
mi caso
personal,
histórico y
literario.
Finalmente
crearían su
propio punto
de vista, pues
hay un
análisis más
profundo.”*

*participantes
comparado a lo
plasmado en los
libros. Estos aspectos
a veces son difíciles
de formar en las
clases tradicionales o
simples discusiones,
por ende puede ser
una buena alternativa
el uso de los círculos
literarios para
fomentar dichas
habilidades.”*

Note. Questions and relevant key answers from teachers interviewed to create the triangulation found in Chapter 5: Needs Analysis.

Appendix J

Literature Circle Role Sheet¹

Summarizer

Book _____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2-minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

Key Points:

1. _____
2. _____
3. _____
4. _____
5. _____

Connections: Did today's reading remind you of anything? Explain.

¹ Adapted from: Eagle Mountain-Saginaw Independent School District

Appendix K
Literature Circle Role Sheet²

Questioner/Discussion Director

Book _____

Questioner/Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1. _____
2. _____
3. _____
4. _____
5. _____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically-based?
- What motivates the characters or leads them to make the choices they do?
- An in-depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written -- how does the context influence the work?
- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.

Topics to be carried over to next discussion: ____

^{2 2} Adapted from: Eagle Mountain-Saginaw Independent School District

Appendix L
Literature Circle Roles³

Connector

Book _____

Connector: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

^{3 3} Adapted from: Eagle Mountain-Saginaw Independent School District

Appendix M

Literature Circle Roles⁴

Illustrator

Meeting Date _____ Reading Assignment _____

Book _____

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stickfigure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay – you can even label things with words if that helps. *Make your drawing(s) on any remaining space on this side and on the other side of this sheet. If you use a separate sheet of paper, be sure to staple it to this role sheet.*

Presentation Plan: Whenever it fits in the conversation, show your drawing to your group. You don't have to explain it immediately. You can let people speculate what your picture means, so they can connect your drawing to their own ideas about the reading. After everyone has had a say, you can always have the last word: *tell them what your picture means, refer to the parts in the text that you used, and/or convey what it represents to you.*

^{4 4} Adapted from: Eagle Mountain-Saginaw Independent School District

Appendix N⁵
Literature Circle Roles

Literary Luminary

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Literary Luminary: Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. Also look for literary devices and make connections to the six elements of fiction. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. *Remember, the purpose is to suggest material for discussion.*

Page # and Paragraph	Reason for Picking	Plan for Discussion

^{5 5} Adapted from: Eagle Mountain-Saginaw Independent School District

Appendix O

Literature Circle Roles⁶

Researcher

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Researcher: Your job is to dig up some background information on any relevant topic related to your book. This might include

- The geography, weather, culture, or history of the book's setting
- Pertinent information about the author and other related works
- Information about the time period portrayed in the book
- Information on any topics or events represented in the book
- Information on any topics or events that may have influenced the author
- Pictures, objects, or materials that illustrate elements of the book
- The history and derivation of words or names used in the book
- Information about any character that is based on a historical person

This is *not* a formal research report. The idea is to find some information or material that helps your group understand the book better. Investigate something that really interests you – something that struck you as puzzling or curious while you were reading.

Ways of gathering information:

- The introduction, preface, or “about the author” section of the book
- Library books and magazines
- On-line computer search or encyclopedia
- Interviews with people who know the topic
- Other novels, nonfiction, or textbooks you've read

^{6 6} Adapted from: Eagle Mountain-Saginaw Independent School District

Appendix Q
Session 2

What is the name of the apartment building that Winston Smith lived in?

Victory Mansions

-Who is Big Brother?

He is the party head. A man of about forty-five, with a heavy black moustache and ruggedly handsome features.

-How does the telescreen work?

This is a screen that transmits party announcements. Additionally, it receives information about what you are doing. That's why there is a telescreen in each house.

-What do we learn about Winston's clothes?

Smith wears blue overalls all the time it is a uniform. All the party members wear it.

-What city does Winston live in?

He lives in London.

-What is the name of Winston's work?

Ministry of Truth in the Records Department.

-What does "VAPORIZED" mean? What is it about?

People simply disappear, always during the night. Your name is removed from the registers, every record of everything you have ever done is wiped out. All this because you have committed a thoughtcrime and the thought police arrested you.

-List the ministries and their functions.

The Ministry of Truth, the Ministry of Peace, the Ministry of Plenty, and the Ministry of Love. The Ministry of Truth controls the media; the Ministry of Peace oversees war; the Ministry of Plenty suppresses the distribution of resources; and the Ministry of Love tortures political dissidents.

-What are the three slogans of the party?

War is peace

Freedom is slavery

Ignorance is strength

-What two elements motivate Winston into writing a diary?

For future generations and past memories.

-Who was the “principal figure” of the Two Minute Hate? And what happens there?

Daily in a period of time of 2 minutes, members of the party must watch a film showing the party enemies (Emmanuel Goldstein and his followers) and express their hate towards him for exactly 2 minutes.

-What two people does Winston take special notice of?

O’Brien and the fiction department girl

-What type of person makes the Party stable?

Fattish but active man of paralyzing stupidity, a mass of imbecile enthusiasms. Devoted and Unquestioning. Stupid people.

-How particularly are children frightening to even their parents? Think about “Child Heroes.”

Their parents are afraid of them because these kids denounce to the Thought Police.

-What are three principles of INGSOC?

- Newspeak. Newspeak is the official language of all party members, and the purpose is to eliminate all thoughtcrime.
- Doublethink. ...
- The mutability of the past.

Appendix R
Session 3

The Party's slogan says: "Who controls the past, controls the future, who controls the present controls the past" What meaning do you attribute to this slogan?

It means that in this case is the Party as the maximum authority has the power to manipulate events in any part of the timeline at its convenience.

-Winston says his mother's death was tragic in a way no longer possible. Tragedy, he says, belongs to an ancient time. What does he mean?

Winston does not understand how or why, but he knows that he has been selfish to his mother and sister. But he does understand this: he knows that his mother had always loved him, always done her best to raise him, that she was loyal to him and sacrificed herself for him. He probably felt terrible for not loving his mother, for not being nicer to her, for being so selfish.

"TRAGEDY, HE PERCEIVED, BELONGED TO THE ANCIENT TIME, TO A TIME WHEN THERE WAS STILL PRIVACY, LOVE AND FRIENDSHIP, AND WHEN THE MEMBERS OF A FAMILY STOOD BY ONE ANOTHER WITHOUT NEEDING TO KNOW THE REASON. HIS MOTHER'S MEMORY TORE AT HIS HEART BECAUSE SHE HAD DIED LOVING HIM"

-Why is the Past to be wiped away? and how is it related to "Doublethink"?

It is wiped away because to keep the control the Party has to change past events to avoid a possible revolution against them and to have a mind control over the party members in that way the doublethink is established

-In Newspeak, they call it "doublethink." In Oldspeak, how would it be called? Reality control

-How will Newspeak eventually eliminate Thought Crime?

Thought crime will be eventually eliminate by Newspeak because the last is a mechanical language in which the analytic, reflective and critical thought is over instead of thought crime where those ways of thinking are allowed.

-Why instead of using "alter", Winston uses "rectify" to rewrite an article?

Because rectify means to correct a mistake while alter is to change the truth that is way he uses the word rectify, because it is a way to empower the Party towards the citizens, due to the Ministry of Truth is in charge of communicating the truth.

Appendix S

Session 4

Set of Cards

Sexual intercourse was to be looked on as a slightly disgusting minor operation, like having an enema.

Perhaps 'friend' was not exactly the right word. You did not have friends nowadays, you had comrades: but there were some comrades whose society was pleasanter than that of others.

'We're getting the language into its final shape—the shape it's going to have when nobody speaks anything else. When we've finished with it, people like you will have to learn it all over again.

the whole aim of newspeak is to narrow the range of thought

in the end we shall make thoughtcrime literally impossible because there will be no words in which to express it

'the proles are not human beings' he said carelessly

consorting with prostitutes was forbidden, of course, but it was one of those rules that you could occasionally nerve yourself to break

tacitly the Party was even inclined to encourage prostitution as an outlet for instincts which could not be altogether suppressed

the aim of the Party was not merely to prevent men and women from forming loyalties which it might not be able to control

its real, undeclared purpose was to remove all pleasure from the sexual act

the only recognized purpose of marriage was to beget children for the service of the party

Suggested Article “How the Language We Speak Affects the Way We Think” Retrieved from: <https://www.psychologytoday.com/intl/blog/the-bilingual-turn/201702/how-the-language-we-speak-affects-the-way-we-think>

Suggested Homework

Linguistic Relativity Theory Benjamin Lee Whorf .The Sapir-Whorf Hypothesis Today (p 643-644) Retrieved from: <http://www.academypublication.com/issues/past/tpls/vol02/03/30.pdf>

Appendix T
Session 6

PowerPoint Presentation:

https://docs.google.com/presentation/d/1VeM6GFZUhP83Cead5WuApMjtbkfyboxa_9_5uLtnU/edit?usp=sharing

Suggested Article: 7 Surprising Truths about Body Language by Nick Morgan.

<https://www.forbes.com/sites/nickmorgan/2012/10/25/7-surprising-truths-about-body-language/#7c4ee113509f>

Suggested Video: RETO EXTREMO INTENTA NO REIRTE (Nivel Dios)

Available at: <https://www.youtube.com/watch?v=Lc8eFg-1fDE>

Appendix U
Session 7

Video Analysis: Book 2 Chapters 3 & 4

<https://www.youtube.com/watch?v=uYIPsaOUupg>
<https://www.youtube.com/watch?v=q6vfS5DIBCQ&t=15s>

Summarizer role

Summary Chapter 3

Julia and Winston travel back to London separately, by different routes. But before they leave they arrange to meet at a crowded market four days later. For several weeks Julia and Winston meet at irregular times in the streets of London, but do not return to the clearing. As Winston works 60 hours a week and Julia is busy with the Junior Anti-Sex League, they find it difficult to meet. Julia also understands the Party's policy on sex better than Winston does. She explains to him that depriving people of sex induces hysteria, which can be transformed by the Party into hatred of the Party's enemies and worship of Big Brother.

Summary Chapter 4

After a month, Winston decides to rent the room above Mr. Charrington's junk shop as a place in which to secretly meet Julia. Mr. Charrington discreetly reassures Winston that he will not betray their secret to the Police. As he impatiently waits for Julia to arrive the first time, Winston watches a red-armed prole woman singing and hanging laundry in the courtyard below. Winston knows they are taking a terrible risk, and he involuntarily thinks of the torture rooms at the Ministry of Love. Julia arrives with coffee, tea, bread, milk, sugar, and jam that she's bought on the black market. They listen to the prole woman singing a popular song, and Winston realizes he has never heard a member of the Party singing alone and spontaneously. Julia applies makeup and perfume, and Winston is overwhelmed by passion for her, though he recognizes the perfume as the scent worn by the prostitute. They fall asleep in the double bed. When they wake, there is a rat in the room. Winston is terrified of rats, but Julia throws her shoe at it and then stops up the hole with a piece of cloth. Afterward, as they look at the picture of the church on the wall, Winston speaks the first line of the nursery rhyme he learned. Julia, to his surprise, provides the next two lines. She says that she will take the picture down and clean behind it another day. As they ready to leave the room, Winston gazes into the glass paperweight, imagining that it is the room they are in, and that the coral inside is his life and Julia's, fixed in eternity.

<https://www.litcharts.com/lit/1984/book-2-chapter-4>

Questioner role

Questions chapter 3

1. Why don't Winston and Julia consider getting married?
2. What does the Newspeak word *goodthinkful* mean?
3. Why does the Party want to repress people's sexual desires?
4. What does Winston tell Julia he almost did on a summer afternoon eleven years ago?
5. At the end of the chapter, what does Winston feel Julia is too young to understand?

Questions chapter 4

1. What frightens Winston in the room and reminds him of a recurring nightmare?
2. What church is mentioned in the line of the old rhyme that Julia sings?
3. How does Julia say she learned the rhyme?
4. What does Winston imagine the paperweight represents as he gazes at it?

<https://www.enotes.com/topics/1984/quiz/part-2-chapter-4-questions-answers>

Illustrator role

Taken from: <https://www.youtube.com/watch?v=uYIPsaOUupg>



Literary Luminary role

"It was easier to confess everything and implicate everybody. Besides, in a sense it was all true. It was true that he had been the enemy of the Party, and in the eyes of the Party there was no distinction between the thought and the deed." (Part 2, Chapter 4)

Why hiding the truth was the best option for the Party?

Researcher role

Suggested Article: The devious art of lying by telling the truth Available at:

<http://www.bbc.com/future/story/20171114-the-disturbing-art-of-lying-by-telling-the-truth>

Appendix V

Session 8

Video “Bridging the Gap between Generation Z and Generation Y” From:
<https://www.youtube.com/watch?v=p656FvLHupY>

Chart “Generational Differences” Retrieved from:
<http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>

	Traditionalists	Baby Boomers	Generation X	Millennials
Core Values	Adhere to rules Conformers/Conformity Contributing to the Collective good is important Dedication/Sacrifice Delayed Reward Discipline Don't question authority Duty before pleasure Family Focus “Giving Back” is important Hard Work Law and Order Loyalty Patriotism Patience Respect for authority Responsibility Savers Stabilizing Trust in Government	Anti war Anti government Anything is possible Equal rights Equal opportunities Extremely loyal to their children Involvement Optimism Personal Gratification Personal Growth Question Everything Spend now, worry later Team Oriented Transformational Trust no one over 30 Youth Work Want to “make a difference”	Balance Diversity Entrepreneurial Fun Highly Educated High job expectations Independent Informality Lack of organizational loyalty Pragmatism Seek life balance Self-reliance Skepticism/Cynical Suspicious of Boomer values ThinkGlobally Techno literacy	Achievement Avid consumers Civic Duty Confidence Diversity Extreme fun Fun! High morals Highly tolerant Hotly competitive Like personal attention Self confident Socialability Members of global community Most educated generation Extremely techno savvy Extremely spiritual Now! Optimism Realism Street smarts

Role Summarizer

Summary Chapter 5

Winston figured that Syme would disappear one day, and he has. His name has been removed from lists, and he has therefore become an unperson. People work overtime in preparation for Hate Week and are drawn into a patriotic frenzy. Rocket bombs kill hundreds, leading to demonstrations against Goldstein. Julia wonders if it's the Party dropping the bombs just to keep the people frightened.

Winston and Julia meet several times in June in their room. Sometimes Winston believes the Brotherhood exists and considers active rebellion. Julia, however, finds the idea absurd. She agrees that O'Brien may be with the Brotherhood, but to her the only sensible thing to do is engage in secret disobedience, as they are in the room.

<https://www.coursehero.com/lit/1984/book-2-chapter-5-summary/>

Summary Chapter 6

As Winston walks along a corridor at the Ministry, O'Brien lays a friendly hand on his arm. He'd been reading one of Winston's articles and looking for a chance to talk. He praises the article but points out that Winston used two obsolete words and refers him to the 10th edition of the Newspeak dictionary. The 10th edition hasn't been published yet, but O'Brien says he has one and Winston may borrow it. He gives Winston his address on a slip of paper and suggests that Winston come by. Borrowing this book wouldn't be considered illegal activity.

<https://www.coursehero.com/lit/1984/book-2-chapter-6-summary/>

Role Questioner

Questions Chapter 5

1. What happened to Syme? What evidence does Winston see to know that this has happened?
2. What is the new tune that everyone is singing?
3. Explain the new poster that appears all over London. How is it similar to the description of the poster of Big Brother?
4. What was the rumor going around about the directing of bombs? And what was the reaction from the Proles?
5. What month are we in during this chapter? How many months have passed so far?
6. What does Winston tell Julia about O'Brien?
7. What is Julia's theory about the wars?
8. What does Julia say about Winston's "concrete evidence"?
9. What does Julia do if Winston continues to talk about subjects that she has no interest in?

Questions Chapter 6

1. Under what pretense does O'Brien stop to talk to Winston?

2. When talking about Newspeak, O'Brien references a friend of Winston. What is the name and what happens when O'Brien talks about him?
3. What does O'Brien offer to let Winston see?
4. What did Winston do with the address?
5. What is Winston's feelings about his meeting with O'Brien?

http://www.dukeofdefinition.com/1984_Book_02_chapt_05&06_guide.pdf

Role Connector

A connection would be the abstention of young people when voting. We see that older people are the ones who vote. Something similar happens in the book, there the young Julia is indifferent what happens with the management that the party gives to the city while Winston who is older than she is interested in intervening.

Role Illustrator

<https://www.gettyimages.com/detail/illustration/generation-gap-royalty-free-illustration/477766031>



Role Literary Luminary

“In a way, the world-view of the Party imposed itself most successfully on people incapable of understanding it. They could be made to accept the most flagrant violations of reality, because they never fully grasped the enormity of what was demanded of them, and were not sufficiently interested in public events to notice what was happening. By lack of understanding they remained sane. They simply swallowed everything, and what they swallowed did them no harm, because it left no residue behind, just as a grain of corn will pass undigested through the body of a bird” (p. 197)

How is this quotation reflected in nowadays life?

Role Researcher

Article Millennials and Boomers feel like they're living in two different Americas—and that's a big problem By Michael S. North. Retrieved from: <https://qz.com/909448/millennials-and-boomers-feel-like-theyre-living-in-two-different-americas-and-thats-a-big-problem/>

Appendix W
Session 9

Summarizer role: Set of cards

Winston dreams about his mother	The proles are the only humans	Torture and death as a possibility
Winston and Julia met with O'Brien	Talking about The Brotherhood	The hiding place and Goldstein's book

Researcher Role: Egyptian revolution

Revolution in Egypt: A 4-Minute Introduction:
<https://www.youtube.com/watch?v=Pn9x4LCQ5I0>

Egypt...Explained! <https://www.youtube.com/watch?v=Y5suNtLwbBw&t=338s>

Illustrator:



Literacy luminary:

“The proles had stayed human.” P.208

“‘Yes,’ said O’Brien, ‘we can turn it off. We have that privilege.’” P.214

Discussion director:

Why do you think they (the “rich”) have the privilege to turn off the telescreen?

It is just for 30 minutes, but wouldn’t it allow a rebellion against The Party?

How does The Party control what happen on those 30 minutes?

Appendix X
Session 10

Video chapter 9

<https://www.youtube.com/watch?v=0fZgTyzNyu8&t=35s>

Video chapter 10

https://www.youtube.com/watch?v=bqzn6ADaA_Y

Role Summarizer

Summary Chapter 9

On the sixth day of Hate Week it is announced that Oceania is, and has always been, at war with Eastasia, and that Eurasia is an ally. Winston has to work long hours to rectify all of the now obsolete references to Oceania's war with Eurasia. At one rally, the orator actually had to change his speech in the middle, shifting from a diatribe against Eurasia to one against Eastasia. The people in the crowd blamed their anti-Eurasia signs on sabotage by Emmanuel Goldstein's agents. For five days Winston works around the clock.

Winston notices that Julia is sleeping. Although he still has not learned the ultimate secret—he understands how the Party has seized power, but not why—he falls asleep reassured that the book contains the truth and that he is not insane for hating the Party.

Summary Chapter 10

Winston wakes to the singing of the prole woman in the courtyard. He and Julia watch her and Winston is fascinated by her vitality and fertility, and agree that, though they themselves are doomed, if there is hope for society, it lies in the proles. Winston and Julia together say, "We are the dead." Winston and Julia continue to see the proles as the only true hope for revolution. They also continue to see themselves as doomed, and almost seem proud of being willing to sacrifice themselves for their ideals. Suddenly an iron voice speaks to them from behind the picture saying "You are the dead." It orders them not to move, and speaks the last two lines of the nursery rhyme about St. Clements church: "Here comes a candle to light you to bed / Here comes a chopper to chop off your head!" Winston realizes that the picture of the church hides a telescreen. Black-uniformed Thought Police rush into the room. They smash the glass paperweight and Julia is beaten and carried away. Winston and Julia's illusion of having created a private reality of their own is shattered—they have been under surveillance the entire time. All of their intimate secrets are now known, and the Party mocks them with the bits of historical trivia they have gathered, while also shattering the symbol that indicated the permanence of their love. Although the clock reads nine, Winston suspects that he and Julia have slept through the night. Mr. Charrington enters the room, and orders the troopers to clean up the shattered paperweight. Winston realizes that the iron voice belonged to him and that he is a member of the Thought Police.

Role Questionnaire
Questions chapter 9

1. What are the two great problems that the Party wants to solve?
2. What, according to Goldstein, is the primary aim of modern warfare?
3. What is *crimestop*?
4. What is *blackwhite*?
5. What does Goldstein say lies at the very heart of Ingsoc?
6. For what two reasons does the Party find it necessary to alter the past?

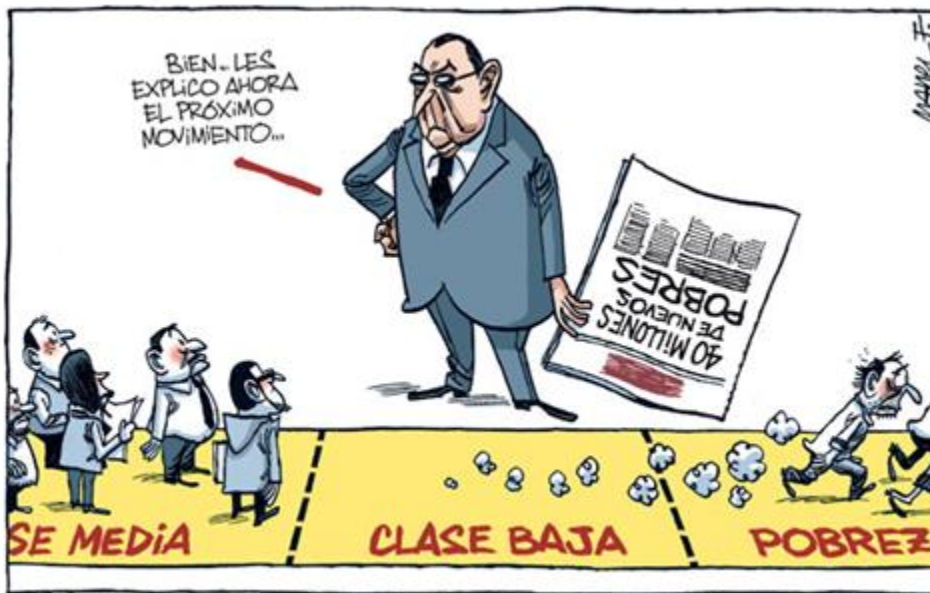
Questions chapter 10

1. What strikes Winston for the first time about the prole woman singing and hanging laundry in the courtyard?
2. What is the one thing Winston and Julia can never do?
3. What occurs to Winston about the sky and people all over the world?
4. What does Winston believe must be the final message of Goldstein's book?
5. Why does Winston think the future world created by the proles will be alien to him?
6. How does Winston think he and Julia can share in the future?
7. Where does the "iron voice" that addresses Winston and Julia come from?
8. What does the "quite different voice" that follows the iron voice say?

Role Connector

The connection would be the organization and division of people regarding the economic and social status (high,middle, low classes) the same occurs in the book, it is divided in the same way : High class: Inner party; Middle class: Outer party; Low class: Proles. In here is the representation of the division of people in the book which is similar we have in real life.

Role Illustrator



<https://desobedienciayesperanza.wordpress.com/2013/08/12/sobre-clases-sociales-y-malnutricion-infantil-en-espana/>

Role Literary Luminary

"A Party member is required to have not only the right opinions, but the right instincts. Many of the beliefs and attitudes demanded of him are never plainly stated, and could not be stated without laying bare the contradictions inherent in Ingsoc. If he is a person naturally orthodox (in Newspeak, a goodthinker), he will in all circumstances know, without taking thought, what is the true belief or the desirable emotion. But in any case an elaborate mental training, undergone in childhood and grouping itself round the Newspeak words crimestop, blackwhite, and doublethink, makes him unwilling and unable to think too deeply on any subject whatever." (The Theory and Practice of Oligarchical Collectivism; Part 2, Chapter 9)

Are our minds being controlled? If so, in what way?

Role Researcher

Article: Brain Study, controlled minds by people

<https://brainstudy.wordpress.com/2011/07/11/internet-control-our-minds/>

Appendix Y
Session 11

Video “*How To Brainwash A Nation*” From:
<https://www.youtube.com/watch?v=zeMZGGQ0ERk>

Role Summarizer
Summary Chapter 1

Chapter 1 of Book 3 begins with Winston in a cell. He believes he's in the Ministry of Love. A hungry ache in his belly never goes away. He imagines what will happen to him—the smash of truncheons (clubs) on his body, begging for mercy from the floor. Sometimes he thinks of Julia and for a time believes he'd double his pain if it would take some from her. He doesn't know where she is.

Winston's one hope is that O'Brien will save him or that the Brotherhood will get a razor blade to him. Others arrive: Ampleforth, Winston's coworker and a poet; his neighbor, Parsons; a mean-looking man with a face as thin as a skull. When the starving skull-faced man is told to go to Room 101, he begs for anything but that.

Eventually the door opens. It is O'Brien. "They've got you too!" Winston cries, only to find out that O'Brien is with Big Brother. "They got me a long time ago," O'Brien says. O'Brien comes in with a guard who now slams a truncheon into Winston's elbow, and everything explodes in pain.

<https://www.coursehero.com/lit/1984/book-3-chapter-1-summary/>

Summary Chapter 2

Winston is in a cell, drifting in and out of consciousness because of endless interrogations and beatings. He confesses to all kinds of things he's never done. Hallucinations begin, and he imagines O'Brien there.

Eventually O'Brien really *is* there. He hooks Winston to a machine, which can inflict pain on a scale from 0 to 100. The pain can be increased or decreased depending on Winston's answers. O'Brien is reprogramming Winston's mind so that he believes the Party's truth of the moment, that history's never been revised, and that, when he holds up four fingers, he's holding up five.

O'Brien explains that it is not the Party's goal to destroy heretics but to convert them because it is intolerable to the Party to allow individual thought to exist. Thus, they must torture and interrogate a person until everything is dead inside and the person is free of emotions.

<https://www.coursehero.com/lit/1984/book-3-chapter-2-summary/>

Role Questionnaire

Questions Chapter 1

1. In the holding cell, what is the astonishing difference in behavior between the Party prisoners and the others? why do you think it happens?
2. What makes Winston think about the phrase “place with no darkness”?

http://www.dukeofdefinition.com/1984_Book_03_chapt_01_guide.pdf

Questions Chapter 2

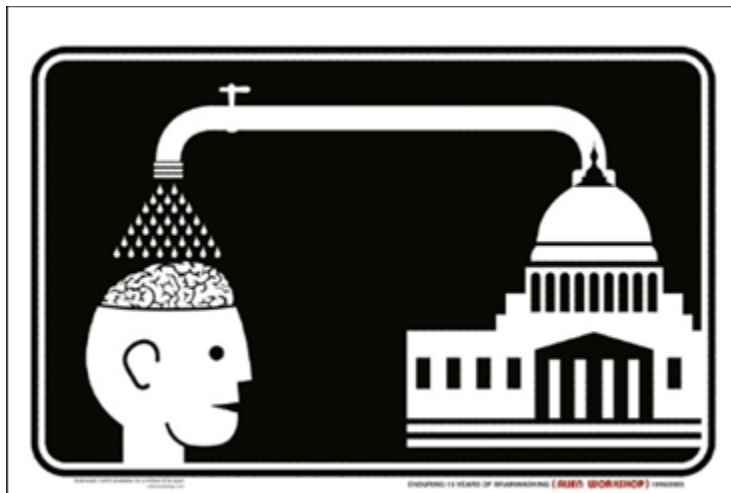
1. What is the matter with Winston, according to O’Brien? What is he suffering from?
2. How is Oceania different from the Inquisition, Nazis, and the Russians?

http://www.dukeofdefinition.com/1984_Book_03_chapt_02_guide.pdf

Role Connector

Two connections emerges from the chapters. The first one would be the way in which we take the speech of others who are in a higher position. Sometimes we literally believe what they say just because of their education or economic level and we do not take the time to process and analyze their words. Another one would be that sometimes thinking differently might cause you a lot of troubles, it could be very dangerous.

Role Illustrator



<http://prn.fm/wp-content/uploads/2015/03/brainwashing.jpg>

Role Literary Luminary

“You would not make the act of submission which is the price of sanity. You preferred to be a lunatic, a minority of one. Only the disciplined mind can see reality, Winston. You believe that reality is something objective, external, existing in its own right. You also believe that the nature of reality is self evident. When you delude yourself into thinking that you see something, you assume that everyone else sees the same thing as you. But I tell you, Winston, that reality is not external. Reality exists in the human mind, and nowhere else. Not in the individual mind, which can make mistakes, and in any case soon perishes: only in the mind of the Party, which is collective and immortal. Whatever the Party holds to be the truth, is truth. It is impossible to see reality except by looking through the eyes of the Party” (p. 314)

Could you come up with an example of a situation in which not being submissive indicates madness?

Role Researcher

Article How does manipulating through language work? By Richard Kunert & Diana Dimitrova
Retrieved from:

<https://www.mpi.nl/q-a/questions-and-answers/how-does-manipulating-through-language-work>

Appendix Z
Session 12

Summarizer role
Chapter 3

- After weeks of torture, O'Brien tells Winston that he is about to enter the second stage of the three-stage process of "reintegration": learning, understanding, and acceptance.
- O'Brien reveals a cornucopia of information to start the process of reintegration: the Party is indestructible because it seeks absolute power for power's sake; the Party will succeed indefinitely because it controls the only reality that matters – the human mind; the Party shall eventually be rid of all enemies because all private loyalties will be abolished.
- O'Brien likens a picture of the future to be "a boot stamping on a human face – forever." It will be a hateful world of power, manifesting itself in "inflicting pain and humiliation."
- O'Brien forces Winston to look in the mirror for a picture of "humanity." Winston cries upon seeing his deterioration; he looks to be 60-years-old with the grayness, emaciation, and a not-so-straight spine. In short, he looks like a boot stamped on his face.
- O'Brien humiliates Winston by ridiculing this picture of "the last man." (An allusion to Orwell's originally intended title, "The Last Man in Europe.")
- Winston lashes back, and O'Brien recognizes that there is one last strength: Winston has not yet betrayed Julia.
- Whatever, says O'Brien. It doesn't matter since everyone gets shot anyway. Although, better play it safe and destroy that last loyalty

<https://www.shmoop.com/1984/book-3-chapter-3-summary.html>

Chapter 4

- After weeks or maybe months, the torture eases. Winston grows fatter and stronger.
- Voluntarily, Winston tries to make himself believe in Party slogans, and writes them down. He tries to learn to be stupid.
- One night, he screams out Julia's name in the middle of a nightmare. Guards come for him, and he realizes that he has a new goal: to die hating the Party. Now *that* would be a personal victory. To die hating the Party would be freedom attained.
- Winston faces O'Brien, and tells him he hates Big Brother. O'Brien replies that the time has come for Winston to go to Room 101, because now he must not only obey, but *love* Big Brother.

<https://www.shmoop.com/1984/book-3-chapter-4-summary.html>

Movie video: <https://www.youtube.com/watch?v=v79foBIrar4>

Illustrator role: Image



<http://ailamoireach.com/what-is-oppression>

Literary luminary/Questioner roles:

“Power is not a means, it is an end.” P.332

“We control matter because we control the mind. Reality is inside the skull” p.334

“The earth is as old as we are, no older. How could it be older? Nothing exists except through human consciousness.” P.334

“One does not establish a dictatorship in order to safeguard a revolution; one makes the revolution in order to establish the dictatorship.” P.332

Researcher role: Articles

The German Nazis: <https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/>

Russian Communism: <https://alphahistory.com/coldwar/communist-russia/>

Appendix A.A

Session 13

Video

<https://www.youtube.com/watch?v=ZXoM1zLrGts>

Video Chapter 6

<https://www.youtube.com/watch?v=SOZw1d19yHU>

Role Summarizer

Summary Chapter 5

Room 101 is deep underground. Once inside, Winston is immobilized and strapped to a chair. O'Brien tells him that Room 101 contains "the worst thing in the world," and that this thing varies from person to person. O'Brien lifts up a cage containing two huge, starving rats and a kind of door that can be fitted right up against Winston's face. O'Brien brings the cage nearer and tells Winston that when he puts the cage in place and opens the door, the rats will devour his face. As the cage and rats come closer and closer, Winston is overwhelmed by a black panic. He knows that to save himself he must place a body between himself and the rats—and that that body must be Julia's. He shouts frantically, "Do it to Julia! Not me!" O'Brien, pleased, removes the cage.

<https://www.litcharts.com/lit/1984/book-3-chapter-5>

Summary Chapter 6

Winston, now released from prison, has become an alcoholic. He has been given a job editing the Eleventh Edition of the Newspeak dictionary, haggling over details with other bureaucrats. The rest of the time he spends drinking gin at the Chestnut Tree Café, worrying about the progress of the war, watching the telescreen, and playing chess alone. On the dusty table, he traces "2 + 2 = 5." In learning that, when facing the ultimate torture, he would sacrifice even the thing he loves most, Winston loses not just his sense of self-respect but even his sense of self. He fills that hole with alcohol. As O'Brien put it, he has become one with the Party. He recently ran into Julia, on a cold winter day in the Park. Her body had thickened and stiffened, and the thought of having sex with her filled him with horror. She admitted that she betrayed him under torture, and he admitted that he betrayed her as well. They parted, agreeing to meet again but with no intent to actually do so. Winston, deeply ashamed, returned to the café to drink. Having lost their self-respect, they have lost the ability to love, or even lust, after each other. They have no private lives to share, nothing to excite them. They know they are owned body and soul by the party. Winston hears a melody and the lyrics "Under the spreading chestnut tree / I sold you and you sold me," which he remembers hearing when he saw Jones, Aaronson, and Rutherford sitting in the same café so many years earlier. He begins to cry, and remembers a happy time when he played Snakes and Ladders with his mother. He quickly dismisses this as a false memory that never happened, and returns his attention

to the telescreen, which is announcing a great military victory in Africa. Winston is overjoyed at the Party's triumph. He imagines himself back in the Ministry of Love, the hoped-for bullet entering his brain as he walks down a corridor. He looks up at the portrait of Big Brother on the wall, which fills him with a sense of happiness and safety. He knows that the struggle is over: at last, he loves Big Brother.

<https://www.litcharts.com/lit/1984/book-3-chapter-6>

Role Questionnaire

Questions Chapter 5

1. What is the “unspoken tradition” about how the Party executes people?
2. What happens that causes Winston to cry out?
3. What does Winston inadvertently confess with his cry?
4. What does Winston believe is freedom?
5. What last change does O’Brien say must take place in Winston?
6. What is the worst thing in the world in Winston’s case?
7. What explanation does O’Brien give for what is done to people in Room 101?

Questions Chapter 6

1. What has Winston been worrying about off and on all day?
2. What does Winston think is symbolized by the idea that in chess “white always mates”?
3. What does Winston write in the dust on the table?
4. To what does Winston compare the way Julia’s body feels now?
5. What reason do Winston and Julia give for no longer feeling the way they once did about each other?
6. What is Winston’s new job?
7. What does Winston think of his memory of playing snakes and ladders with his mother and sister?
8. What does the voice on the telescreen announce after the trumpet call?

9. What “final, indispensable, healing change” occurs in Winston after the announcement?

<https://www.enotes.com/topics/1984/quiz/part-3-chapter-6-questions-answers>

Role Connector

For the connection, T will show a short video about the unusual things people are afraid of. Since in the book Winston is extremely afraid of rats, the video will show more examples.

<https://www.youtube.com/watch?v=9H9J112iFgM>

Role Illustrator



<https://www.youtube.com/watch?v=ZXoM1zLrGts>

Role Literary Luminary

‘The worst thing in the world,’ said O’Brien, ‘varies from individual to individual. It may be burial alive, or death by fire, or by drowning, or by impalement, or fifty other deaths. There are cases where it is some quite trivial thing, not even fatal.’

(Part 3, Chapter 5)

How individual fears vary from individual to individual?

Role Researcher

Crime Article: **California Boy, 10, Who Came Out as Gay Before Death Was Tortured for Days: Prosecutors** <https://people.com/crime/california-boy-who-came-out-gay-allegedly-tortured/>

Appendix A.B

Session 14

Oppression in Latin America

Venezuela: <https://www.hrw.org/world-report/2018/country-chapters/venezuela>

Honduras: <https://www.hrw.org/world-report/2018/country-chapters/honduras>

New World Order Conspiracy: <https://www.youtube.com/watch?v=-Unm5XJlb0w>

Appendix A.D

Name _____ Date _____

Learning Log: Basic Learning Log⁸

Topic/Big Idea:	
What were the main ideas and important facts you learned from this lesson?	
How this ideas connect to things you already learned?	
What did you find most interesting in what you learned?	
What questions do you have from the lesson? Are there any ideas that you are still confused about?	

⁸ Adapted from: Goalbook Toolkit