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## CRITICAL THINKING STRATEGIES IN EFL TEACHING AND LEARNING

### АННОТАЦИЯ

Мақала мақсаты сыни тұрғысынан ойлау дамыту туралы ағылшын тілін оқыту/үйрену барысында теориялық және практикалық идеяларын бекіту болып табылады. Мақалада авторлар, сыни тұрғыдан ойлау технологиясын ағылшын тілін оқыту барысына енгізу және дамыту мақсаты қандай және сын тұрғысынан ойлау технологияның элементтері арқылы қалай сабақ жоспарлауға болады деген мәселелерге жауап береді. Сондай-ақ сыни тұрғыдан ойлау стратегияларын пайдалана отырып сабақтың үлгі жоспары келтіріледі.

**Түйінді сөздер:** сыни тұрғыдан ойлау, ағылшын тілін оқыту/үйрену, сабақ жоспары, ABCD моделі, танымдық және рефлексорлық салалары, сын тұрғысынан ойлау стратегиялары.

### АННОТАЦИЯ

Целью статьи является утверждение теоретических и практических идей о развитии критического мышления в контексте обучения/изучения английского языка. В статье авторы отвечают на два вопроса, какова цель внедрения и развития критического мышления в процессе обучения английскому языку и как моделировать урок с элементами развития критического мышления. Также приводится примерный план урока с использованием стратегий критического мышления.

**Ключевые слова:** критическое мышление, обучение/изучение английского языка, план урока, модель ABCD, познавательная и рефлексорная сферы, стратегия критического мышления.

## ABSTRACT

*The aim of this article is to share both theoretical and practical ideas about critical thinking development within English language teaching/learning contexts. The authors seek to answer two questions, namely, why to integrate and develop critical thinking in ELT, and how to create lessons including an element of critical thinking development. A lesson plan is provided demonstrating the elements of critical thinking strategies in ELT.*

**Key words:** *Critical thinking, English language teaching/learning, lesson plan, ABCD model, cognitive and affective domains, critical thinking strategies.*

The education focused on prospect should be developed in compliance of two principles: to develop students' skill to be guided in conditions of fast changing world and to find necessary skills of comprehension and applying received information. John Dewey marked, that the main task of education is the necessity to teach the person to think. Thus, it is necessary to speak about a need to develop skill to think, and to think critically. Critical thinking includes skill to estimate not only the result, but also specifically the process of thinking. Taking all aforesaid into account, we consider that in teaching and in teaching foreign language in particular it is necessary to teach students skills of critical thinking, ways of perception and reception of the necessary information.

Defining critical thinking might seem difficult, especially because the term tends to be used repeatedly without actually reflecting on its true meaning. To begin with, we can state that critical thinking is a quality able to be developed throughout life. But critical thinking is not a dimension just applicable to education (in the formal sense of the term). *"Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked."* (Elder, 2007). [1, p. 410]

However, when a foreign language is taught/learnt, even the survival language level may require more thinking of how to communicate in a foreign language. This is because languages are culturally determined. And as cultures differ, so do languages. Traditions and mentality reflect in the language, its vocabulary, grammar structures, modality, etc. When learning the target language, students need to accept these cultural differences not as a deviation from the natural way associated, as they may think, with their mother tongue but as a fully natural, though different, way of verbal expression within a different cultural domain. Practicing thinking critically when trying to identify similarities and differences in how the same cliché is put in words in another language makes the learning process more enjoyable and culturally enriching even at the beginning level. [3, p. 26-27]

Moreover, the English language took the role of the lingua franca and is used globally by non-native speakers of English for intercultural communication. Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication in multicultural contexts. [3, p.35]

One more aspect justifying and even requiring critical thinking introduction in the ELT class arises due to the rapidly growing international student mobility trends and the use of English as the language of instruction in universities around the world. Researchers of the American Foundation for Critical Thinking ([www.criticalthinking.org](http://www.criticalthinking.org)) argue that critical thinking is not as a natural skill as speaking or running, it is a deliberately developed complex set of skills and features, which takes years to acquire. [4] Similarly, a foreign language acquisition needs years of persistent training. So practicing both simultaneously saves time and provides a synergy effect: developing the former, we improve the latter and vice versa.

Another point of teaching or learning foreign language is the student's work assessment. There is more to our students' knowledge than simply being right or wrong; rather, our students possess a continuum of knowledge with varying degrees of less or more sophistication. Hence, the criteria by which we measure student success in our courses - our choice of classroom assessment techniques - should vary in sophistication depending on the particular concept or skill we are assessing. One of the most widely used ways of organizing these levels of expertise is according to Bloom's Taxonomy of Educational Objectives. [5, p. 10-12] While planning, especially nowadays

when in some educational institutions it is required to set triune objectives (educational, developing, upbringing) in lesson planning, the strategies of critical thinking expect simpler form of setting goals and planning in general.

ABCD Model provides a very convenient framework for the incorporation of all necessary components when designing a lesson. Indeed, it is useful to write each objective in one clear sentence structured according to the ABCD model, where ‘A’ stands for ‘Audience’, typically the students, ‘B’ for ‘Behavior’, i.e. lesson activities, ‘C’ for ‘Condition’ meaning the initial prerequisites for the lesson activities, and ‘D’ for ‘Degree’, by which we mean certain measurable criteria for the acceptable student performance. Writing objectives using the ABCD model proves beneficial because in this way objectives acquire such characteristics as being specific, observable, results oriented, and measurable by either quantitative or qualitative criteria. Three examples of ABCD modeled lesson objectives will be provided when describing the lesson plan. [6, p. 145]

Let us take a lesson, which has been developed, for 2<sup>nd</sup> year college students in order to develop their reading comprehension and writing skills by applying some critical strategies relevant for the activities of the lesson. For that purpose, we have chosen a D. Defoe’s novel “Robinson Crusoe”. Therefore, there are two areas of speculation, which we thought are open for our students to practice communicative skills of reading, writing, and talking by applying some of critical thinking strategies. We have planned three objectives, which incorporate critical thinking, for a one-hour lesson and used the ABCD model in the description of the lesson objectives.

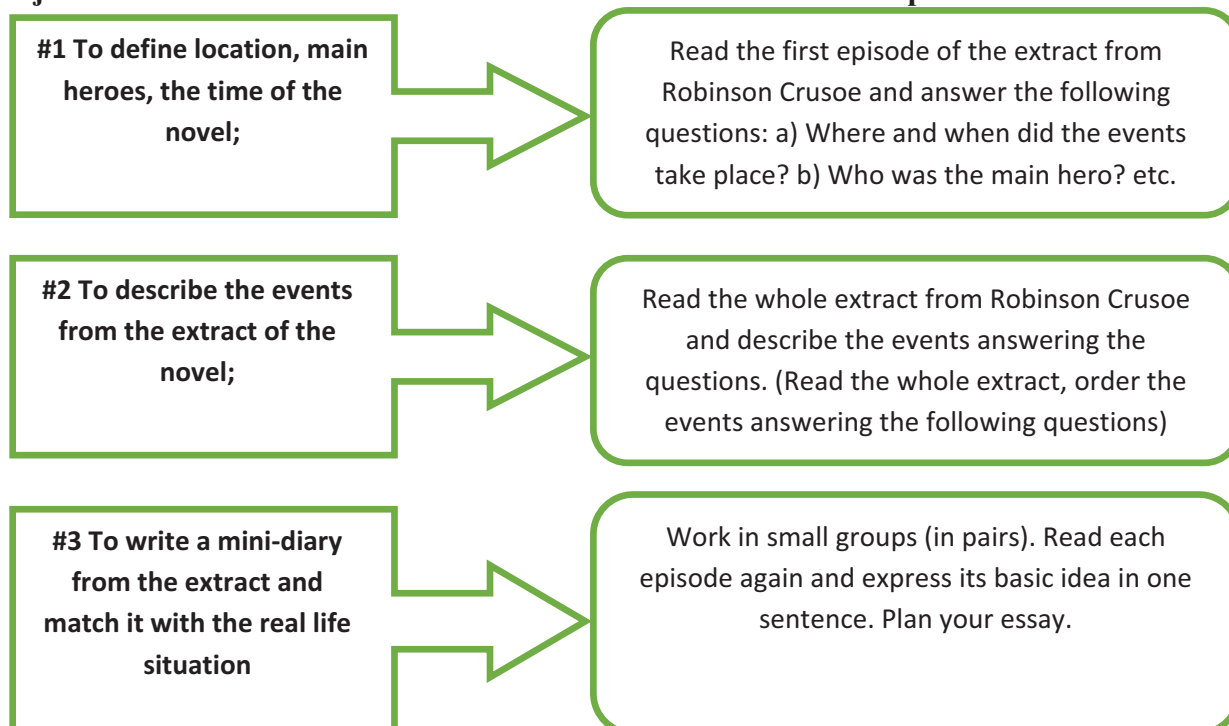
#### **Aim of the lesson:**

- To introduce basic reading and writing skills working with the text “Robinson Crusoe” by D. Defoe;

Table №1

#### **Objectives of the lesson:**

#### **Tasks in the lesson plan:**



Thus the simple verbs we used to write the objectives (*define, describe, write*) can be attributed to different levels of the cognitive domain of the revised Bloom’s taxonomy namely, the levels of Knowledge, Comprehension, Application or Creating. In addition, each objective we set to our lesson corresponds to each task or stage of the designed lesson plan.

### Directed Reading and Thinking Activity (DRTA)

This procedure focuses on reading as a thinking process. Its intent is to teach children to make predictions throughout reading. Before reading, the teacher asks students to form a purpose for reading and to make predictions about the content of the story to be read.

During reading, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions.

After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions. Students must use the text to explain their reasoning and to prove the accuracy-or inaccuracy-of their predictions:

Table №2

I Predict	Proof from theText

### K-W-L

The purpose of the K-W-L procedures is to help students become good readers by learning to do the things that good readers do. Specifically it helps students learn to activate their background knowledge and to set purposes for reading.

KWL stands for determining What I Know, What I Want to Learn, and reviewing What I Have Learned. The following chart shows the steps in each part of the procedure:

Table №3

What I Know	What I Want To Learn	What I Learned
Students discuss what they already know about a topic in the text they will be reading. The teacher has students' ideas and concepts list related to the topic, then make them organize their ideas into broad categories.	Students discuss what they want to learn from reading the text and write down specific questions that they think may be answered in the text.	After reading the text, students discuss what they learned from it. They next write what they learned and answer s t u d e n t - g e n e r a t e d questions about topics that were addressed in the text.

However, critical thinking can be very difficult to measure. In part, this is because critical thinking is an ongoing process rather than a recognizable outcome. The state of critical thinking means that an individual is continually questioning assumptions, considering context, creating and exploring alternatives and engaging in reflective skepticism (Brookfield, 1987). By their very nature, critical thinking skills are progressive and create change in an individual over time. Nevertheless, there must be a task or a test to assess students' work, so to clarify, we want to make an emphasis on that, we do not evaluate students, we assess their work. So the next point for us was how to evaluate? Therefore, if there is a task there must be clear instruction for assessment in critical thinking strategy. The answer was in discovering rubrics. [7]

Rubrics can be used to evaluate programs, courses, and individual student assignments and projects. For example, to assess student thinking in a multi-section course, faculty would assign the same task requiring thinking to all students (essays, projects, performances, portfolios, etc.), and normed raters would score a random sample of student work using rubrics. [8, p. 28] Unless multiple choice questions are designed very well and ask about a novel situation, multiple choice tests are not good indicators of critical thinking because they ask for recall of thinking described in the lectures or textbook. So the best choice to score students' critical thinking for us was writing an essay and the evaluative task should be mentioned in the beginning of the lesson plan. The first task to design a rubric was choice of success criteria and then to describe each

criterion corresponding to this or that mark. As a score, we were to choose straight assessment system (2-5). The designed rubric for essay assessing was as follows:

Table №4

Criteria of success	Aspires		Achieved	
	2	3	4	5
Grammar	There are a lot of errors.	There are a few mistakes. Student does not use studied grammar structures correctly.	There are a few mistakes (1-4), student uses studied grammar structures properly.	There are no mistakes; student uses studied grammar structures properly.
Vocabulary	There are a lot of spelling mistakes and vocabulary is poor.	There are spelling mistakes (6-8), used vocabulary is often unsuitable, no use of linking words.	There are spelling mistakes (1-5), suitable and rich vocabulary, use of linking words.	No spelling mistakes, chosen words and linking expressions are clear and suitable.
Content	The structure of the essay is disarranged, there are under 80 words.	The structure is preserved, there between 80 – 120 words.	The structure is preserved, there between 120 – 160 words.	The structure is preserved, there between 160 – 200 words.

After all, we sum the points and give them marks. It is also important to note that assessment is a tool that can be used throughout a course, not just at the end. It is more useful to assess students throughout a course, so you can see if criteria require further clarification and students can test out their understanding of your criteria and receive feedback. The feedback is the next significant point that we consider in our lessons. This benefit is definitely worth the effort of developing domain-specific applications of critical thinking, because student feedback and improvement is one impetus of critical thinking. [9, p. 1-4] Students' feedbacks give us clear picture how well they understand and receive the information during the lesson or whole course. Moreover, providing feedback to students we can use simple question like "Were you successful according to the assessment rubric or not? Why do you think so?" Then if you have some difficulties in evaluating students, their feedback will serve you well in this controversial point. Also, consider distributing your criteria with your assignments so that students receive guidance about your expectations. This will help them to reflect on their own work and improve the quality of their thinking and writing.

Incorporating critical thinking in lesson plans is a challenge, which language teachers should experience in order to provide their students with a quality learning experience. The important element to bear in mind is that critical thinking cannot be developed overnight, it is a process and as such there are many steps to be taken. We understand that teaching contexts and routines can easily lead to frustration and a quick discharge of innovative practices and that is why careful planning is required.

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## ДУБЛИНДІК ДЕСКРИПТОР НЕГІЗІНДЕ ОҚЫТУ НӘТИЖЕСІН БАҒАЛАУ

### АННОТАЦИЯ

*Бұл мақалада құзыреттілік тәсіліне негізделген білім мазмұнының базалық принциптерін басшылыққа ала отырып, Дублиндік дескриптор негізінде оқыту нәтижесін бағалау әдістемесі ашылады.*

**Түйінді сөздер:** Құзыреттілік, Дублиндік дескриптор, Смарт - мақсат, құзыреттік диаграммасы.

### АННОТАЦИЯ

*В этой статье раскрывается методика оценивания результата обучения на основе Дублинского дескриптора, руководствуясь базовыми принципами содержания образования, направленных на компетентностный подход.*

**Ключевые слова:** Компетентность, Дублинский дескриптор, Смарт- цель, компетентностная диаграмма.

### ABSTRACT

*In this article is opened the methodic of evaluation of result of teaching on a base of Dublin descriptor managing some basic principles of content of education which are directed on the competence approach.*

**Keywords:** Competence, Dublin descriptor, Smart- aim, competence diagram.

ЖОО-ның педагогикалық мамандықтары бойынша Қазақстан Республикасының мемлекеттік жалпыға міндетті білім беру стандарты мен білім беру бағдарламалары коммуникативті дағдыларды, акпараттар мен технологияларды басқара білуді, проблемаларды шешуді, іскерлік пен креативтілікті қалыптастыратын құзыреттілік тәсіліне негізделген білімді алудағы тұлғаның дамуына, дербестігін қамтамасыз ететін нәтижеге бағытталады.

Құзыреттілік тәсіліне негізделген білім мазмұнының базалық принципі:

- тұлғаның адамгершілік-рухани қасиеттерін дамытуды ынталандыратын ізгі білім беру ортасын құру;

- акпараттар мен технологияларды басқара білуі;

- кездескен проблемаларды ұтымды шеше алуы;

- іскерлік пен креативтілікті қалыптастыру;

- тұлғаның өздігінен дамуы мен дербестігін қамтамасыз ету.

Ал Блум таксономиясының білу- түсіну-қолдану-талдау- жүйелеу- бағалау сатылары на сәйкес Дублиндік дескриптор төмендегідей принциптерді басшылыққа алады:

- білу және түсіну (ұғыну) ;

- алған білімін тәжірибеде қолдану ;

- жүйелеу және қорытынды жасау;