การอำนวยความสะดวกในกิจกรรมการเรียนรู้ภาษาอังกฤษเพื่อส่งเสริมทักษะการคิดวิเคราะห์ของนักเรียนระดับประถมศึกษา : กรณีศึกษาโรงเรียนสาธิตมหาวิทยาลัยขอนแก่น ฝ่ายประถมศึกษา (ศึกษาศาสตร์)

How to Facilitate English Learning Activity to Promote Elementary Students' Critical Thinking Skills: A Case of KhonKaen University Demonstration School Primary Level (Suksasart)

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บทคัดย่อ

การวิจัยเรื่องการอำนวยความสะดวกในกิจกรรมการเรียนรู้ภาษาอังกฤษเพื่อส่งเสริมทักษะการคิดวิเคราะห์ของนักเรียนระดับประถมศึกษา : กรณีศึกษาโรงเรียนสาธิตมหาวิทยาลัยขอนแก่น ฝ่ายประถมศึกษา (ศึกษาศาสตร์) มีวัตถุประสงค์เพื่อจัดกิจกรรมการเรียนรู้วิชาภาษาอังกฤษเพื่อส่งเสริมการคิดวิเคราะห์โดยใช้หลักการของ Bloom's Taxonomy มาประยุกต์ใช้ในการออกแบบแผนการจัดการเรียนรู้วิชาภาษาอังกฤษตามแนวการสอนภาษาเพื่อการสื่อสาร นักเรียนได้ทำกิจกรรมที่ส่งเสริมการคิดวิเคราะห์ระดับความรู้ความจำ (Remembering) กิจกรรมที่ส่งเสริมการคิดวิเคราะห์ระดับความเข้าใจ (Understanding) กิจกรรมที่ส่งเสริมการคิดวิเคราะห์ระดับการประยุกต์ใช้ (Applying) กิจกรรมที่ส่งเสริมการคิดวิเคราะห์ระดับการวิเคราะห์ (Analyzing) กิจกรรมที่ส่งเสริมการคิดวิเคราะห์ระดับการประเมินผล (Evaluating) และกิจกรรมที่ส่งเสริมการคิดวิเคราะห์ระดับการสร้างสรรค์ (Creating) ในบทความนี้จะมุ่งเสนอการศึกษาโดยใช้แผนการจัดการเรียนรู้ตามแนวการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร และส่งเสริมการคิดวิเคราะห์ของผู้เรียนโดยใช้หลักการของ Bloom's Taxonomy ในตอนท้ายจะมีการเสนอชุดกิจกรรมการเรียนรู้เพื่อแสดงวิธีส่งเสริมการคิดเชิงวิเคราะห์ของนักเรียนอย่างมีประสิทธิภาพในภาษาอังกฤษระดับประถมศึกษา

คำสำคัญ: การส่งเสริมการคิดวิเคราะห์ การเรียนรู้วิชาภาษาอังกฤษเพื่อส่งเสริมการคิดวิเคราะห์

Abstract

This article on How to Facilitate English Learning Activities to Promote Elementary Students' Critical Thinking Skills: A Case of Khon Kaen University Demonstration School, Primary Level (Suksasart) aims to organize English language learning activities to develop critical thinking skills by applying Bloom's Taxonomy principles in the design of English language learning management plans according to the teaching of language for communication. The students did activities that promoted critical thinking, cognitive and memory levels (Remembering), activities that promote analytical thinking and comprehension levels (Understanding), activities that promote analytical thinking at the application level (Applying), activities that promote analyzing thinking, activities that promote analytical thinking at the evaluation level (Evaluating), and activities that promote analytical thinking at the level of creativity (Creating). This article aims to present a study using a learning management plan based on the English for communication learning management and to encourage students' critical thinking using Bloom's Taxonomy principles. To the end, a series of learning activities will be proposed to illustrate how to promote the students' critical thinking effectively in English at the elementary school level.

Keyword: Critical Thinking Skill, Communicative Language Teaching English

Introduction

The core curriculum of the basic education, in which we based on the principles of learning and critical thinking, contains the standards for the development of learners, especially in terms of thinking capacity. The standards for thinking capacity include the ability to think critically, analytically, synthetically and systematically. These thinking skills are the key tools that will help learners develop their ability to create knowledge or information leading to rational decision making for oneself and society. Basic Education Core Curriculum B.E 2551 (Ministry of Education, 2008) states that critical thinking skill is the ability to understand different stories thoroughly by considering the sub-issues of the story, finding more information and considering the correlation of the information in each subsection and gathering important information to be used in making decisions and appropriate conclusions. Juthamas Charoentham (2006) mentioned the benefits of critical thinking skills and how they help in investigating facts and avoid rushing into conclusions. Critical thinking also enables one to look for other important details and to be observant, looking for reasonable cause, weighing the probabilities and contributing to wisdom.

In developing learners' analytical thinking skills, teachers need to have the knowledge and understand analytical thinking skills, their value and importance. Also, what elements should be used as a basis for developing the characteristics of the learner for them

to develop analytical thinking skills and what approaches should be used in organizing activities to develop learners' critical thinking skills. The issues mentioned above are the guidelines for teachers to improve learners' critical thinking skills. Organizing a learning activity to help develop the learners' critical thinking skills is more difficult than organizing a learning activity for the learners to remember facts. The expected learning outcomes must be analyzed, the sequence of ideas must be thoroughly thought of, the ralve and application must be judged. The organization of learning activities must be parallel with the content and the learning process, guidelines for teaching and learning activities in order to foster students' critical thinking skills. Teachers must also provide a learning environment that is conducive to the development of critical thinking skills in organizing a learning activity. It must go from the basic sub-skills to the more advanced, more difficult and more complex skills. The focus should be on learner-centered activities or scenario to achieve self-learning from direct experience or study for self-knowledge, in accordance with the requirements and learning guidelines. Moreover, learning must not stop with remembering and understanding content.

In addition, the Basic Education Core Curriculum of 2008 aims to develop learners to have quality according to learning standards. This allows for a number of important competencies, especially cognitive abilities. It consists of the ability to think critically, synthetic thinking creative thinking critical thinking and systematic thinking to lead to the creation of a body of knowledge or information for decision-making about oneself and society. Ultimately, the main goal is for educational institutions to improve the quality of education of the country and thus produce Thai learners who are good people, talented, happy and equipped with the ability to be able to compete and participate at the international level and on the world stage by creating a learning environment that involves learning processes that focus on reading and writing skills, as well as information processing, which enables learners to develop the ability to learn anywhere, at any given time resulting in a learning process which continues throughout one's life (Suwat Wiwattananon, 2011). Therefore, the skills that today's learners should focus on is their critical thinking skills.

For the reasons mentioned above, the author is an English teacher who teaches English to elementary school students in Khon Kaen University Demonstration School Primary Level (Suksasart), and has taught English by using Communicative Language Teaching for English classes, (Khon Kaen University, 2020) in order to promote and develop students' critical thinking skills in addition to learning English. Therefore, Bloom's principles are applied in the process of teaching language for communication.to enable students to develop their analytical skills along with the development of English language skills.

Bloom's Taxonomy

Benjamin Bloom, an American educational psychologist, studied the human cognitive behavior and the behavior related to intelligence. Cognitive Domain is divided into 6 levels according to their complexity, in the name of Bloom's classification (Bloom's Taxonomy, 1956). Bloom's Taxonomy was later modified as follows: 1) Remembering - use memorization to create or find definitions, facts, or review previously learned information; 2) Understanding - Create meaning from multiple usage patterns. It could be text, images or activities such as interpretation, sample making, classification, summarizing; 3) Applying - The content learned can be used for practical purposes through media such as models, presentations, interviews and imitations; 4) Analyzing - Divide the content or concept into subsections. Identify the reciprocal association of each section, and connect to the overall structure, 5) Evaluating - Apply rules and standards to be considered through audits and criticism; and 6) Creating - Combining elements and creating them into a complete one. Editing to create new patterns or structures through construction, planning, and production (Anderson & Krathwohl, 2011)
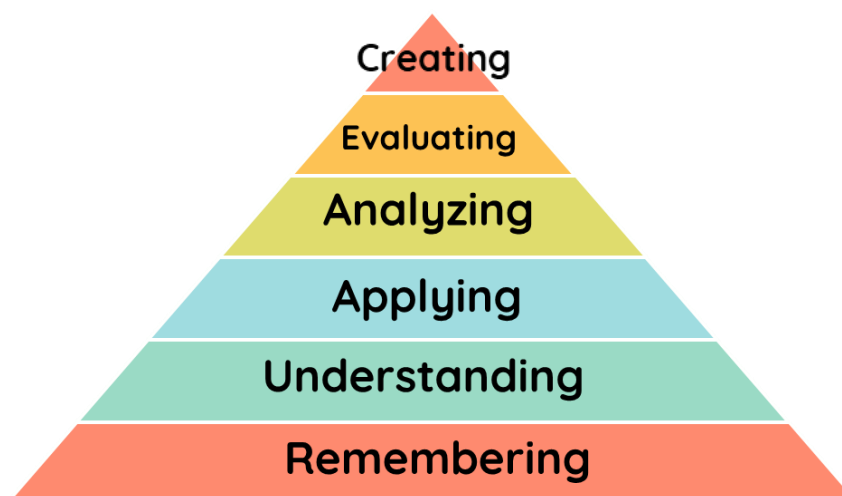

Figure 1 Bloom's Taxonomy Revised (2001)
Source: Will, 2019

From Bloom's Taxonomy Revised (2001) about analytical thinking that can develop students' critical thinking skills, if applied in English language learning activities, students will be able to practice language for communication while developing critical thinking skills.

English language learning management according to Communicative Language Teaching for English Classes.

Communicative Language Teaching in a Thai primary school English course is often used for communication. since it is a second language besides mother tongue. The "Three Ps" teaching style for language teaching is the most common contemporary teaching practice (2021,Online). The learning activities used to develop analytical thinking skills in this research is organized English language learning activities using Bloom's Taxonomy principles in designing the English language learning management plan. According to the guidelines of language instruction for communication are as follows:

Warm up : It is a language game/activity, singing, learning language vocabulary. Have students view the script reading with illustrations and then ask students to think about what the text in the script is about. Students tell what they see, such as pictures, topics, names of people in the script.

Presentation : These are activities that promote analytical thinking, cognitive development, and memory (Remembering). It is the basic level of learning that focuses on the process of bringing or extracting knowledge, searching for reminders or review of the information previously learned by using the questions Who said...? What is... ..? How many...? Can you name the...?

The teacher presents the words in the reading lesson. Students listen to the script reading from the track while looking at the accompanying picture. Students practice reading the script

Practice : These are activities that promote analytical thinking, level of understanding (Understanding) It is the process of creating meaningful knowledge from media, from explanation, speaking, writing, distinguishing, comparing, classification or explanation that will lead to an understanding of what is being learned. It may be text, images or activities such as interpretation, creation of examples, classification, summarization by using the question Why did...? Explain why...? What is the difference...? and there are activities that promote analytical thinking at the application level (Applying). It is the process of bringing various parts of learning to assemble a new structure. Students are expected to apply what they learn and apply it in different situations, such as giving advice in different situations.

Teachers ask questions about reading chapters. by using WH (What Where When Why How Who Who) questions to help stimulate thinking. In this process, the teacher will mark the emphasis on the text in the reading or mark in a reading chapter.

Production : These are activities that promote analytical thinking at the analytical level (Analyzing). Students will need to separate the information and examine how the parts are related. Students need to make inferences when things are not literal or explicit, and then find evidence to support these generalizations. Using questions What are the causes / effects of...? What evidence can you find...? What is the relationship between...? What

conclusion can you draw... How is....similar to... / different from..... ? Explain the different reasons and there are activities that promote critical thinking, evaluation level, where students are required to comment on certain things and encourage their opinions, such as expressing opinions with or disagreeing with reasons and there are activities that promote creative thinking and analytical thinking (Creating). Students must gather information together to achieve something new. Synthesis is the creation of new and different products by splitting the information and putting it back together completely new, such as designing the Dos and Don'ts. Do in different locations together according to the idea of the students.

From answering questions in practice, the teacher begins to draw a mind map on the board. Write the center title review the script and have students share important words that appear in the script. Or the relationship of the script group the words in the script to read, such as telling the name of the character, tell moments or important events. Then draw a line out along with the key words or draw pictures instead of words. Draw a separate line with words on the line. Use colors to draw lines.

Wrap up : It is a review of what has been learned. The instructor will use this step as an assessment of how learning management activities achieved their objectives.

Students do exercises on reading such as answering questions, ordering events, choosing the right sentences, matching characters etc.

Lesson Plan

Lesson Plan 1 Health Problems

Module 10 : What's the matter ?   Fourth Grade

Monday 18th February 2020   Two Periods (100 minutes)

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1. Concept:

In this class, the students will talk about health problems and illness vocabulary and pattern sentences, 'What's the matter? Then the students will practice by using ditferent sentence pattern: and vocabulary to ask and answer their friends in the activity provided.

2. Learning Objective :

By the end of this class, the students will be able to;

1. tell the meaning of the vocabulary about illness accurately. (K)

2. use the pattern sentence to ask and answer their friends. (P)

3. pay attention and participate in class actively. (A)

3. Content :

Vocabulary : Health Problems

headache	stomachache	earache	toothache	sore throat
cough	break	fever	cut	bleed

Structures :

What's the matter with you ? Why ?

I have___illness___because I _____ .

What's the matter with him / her ?

He / She has ___illness___because he/she_____ .

4. Procedures :

Warm-up

Introduce the new vocabulary through miming such as hold the hands against the teacher's temple, make an expression of pain and say "I have a headache". Encourage students to guess what the sentence means and to repeat after teacher.

Do the same with the words stomachache, earache, toothache, sore throat, etc.

Ask the students do by themselves.

Presentation

Play the song "Hey! What's the matter ?" and have them listen.

(Remembering) Play the song a second time and direct Ss' attention to the pictures around the song and ask them to identify the health problems each of the children have. (The girl has a toothache, The boy has a stomachache)

Ask them read the lyrics.

Hey ! What's the matter ?

I have a toothache.

Why ? Why ? Why ?

Because I ate chocolate cake.

Hey ! What's the matter ?

I have a stomachache.

Why ? Why ? Why ?

Because I ate ten pancakes.

Hey ! What's the matter ?

I have an earache.

References : Mitchell H.Q. (2010)

Why ? Why ? Why ?

Because I swam in the cold lake.

Hey ! What's the matter ?

I have a headache.

Why ? Why ? Why ?

I don't know but it aches aches aches.

Practice

(**Understanding**) Have them match the pictures to the corresponding lines of the song that mentions the health problems.

Read the question "What's the matter ?" to ask about someone's health. and the answer out loud and have them repeat.

Play the CD and have students chorally repeat the exchange. Have individual students model the exchange.

(**Applying**) Students take turns asking and answering their partner about the health problems they have.

A : What's the matter ?

B : I have a _____ because I _____ . (Action)

Divide students into pairs and have them do the activity.

Have a few pairs of students do the activity in front of the rest of the class.

Production

Students review lyrics and pretend to accompany the song.

Teacher chooses 3 students to show illness and ask them " Why?"

(Analyzing & Evaluating) Students tell the reason of the illness and use reasonable reasons. (different reasons)

Ex.	T	: What's the matter ?
	S1	: I have a stomachache.
	T	: Why ?
	S1	: **Because** <u>I ate too much food</u>.
Ex.	T	: What's the matter ?
	S2	: I have a stomachache.
	T	: Why ?
	S2	: **Because** <u>I didn't have breakfast</u>.
Ex.	T	: What's the matter ?
	S2	: I have a stomachache.
	T	: Why ?
	S2	: **Because** <u>I ate fast food</u>.

(Creating) Students create sentences about the illness and specify the reason for the condition.

Wrap up :

Students summarize the vocabulary related to illness and the reason of the illness

Students do their workbook.

5. Instructional media :

1. Flashcards of Health Problems
2. Interactive CD
3. Student Book
4. Workbook

6. Assessment

Objectives	Methods	Tools	Criteria
1) The students ill be able to tell the meaning of the vocabulary accurately. [K]	1) Observe the students in classroom activities. 2) Check by the student's book.	Get Smart 4 Student's book page 32. (Mitchell, 2010).	70% of the students complete the task correctly.
2) The students will be able to use the pattern sentence to ask and answer their friends. [P]	1) Observe the students in classroom activities. 2) Check by the student's book.	Get Smart 4 Workbook page 26. Mitchell, 2010).	70% of the students complete the task correctly.
3) The students pay attention and participate in class actively. [A]	1) Observe the students from classroom participation. 2) Check by the students' books.	1) Class behavioral observation form and Classroom observation rubric. 2) Student's book page 32 and Workbook page 26.	1) 70% of the students pay attention in class actively. 2) 70% of the students complete the task correctly.

Discussion and Summary

Based on the design of learning management based on Bloom's Taxonomy Revised (2001) about analytical thinking that can develop students' critical thinking skills, which is applied in Communicative Language Teaching for English class in the form of PPP including Presentation, Practice and Production. This will enable learners to develop critical thinking skills while practicing English language skills. The activities used to promote critical thinking resulted in learners understanding facts and considering analyzing the data before making conclusions. The learners were observant, rational, estimated the probabilities and contributed to wisdom. However, with the analytical development activities in Thailand, the instructor should encourage the learners as much as possible, to communicate in English. If learners have problems, such as not knowing the meaning of words, teachers may allow learners to respond in Thai, and teachers will assist in translating to English, as some learners

want to express their opinions and ideas but have language limitations. And after helping, the teacher should review the language used by the learner for future use.

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