



ACTIVATING CRITICAL THINKING ABILITIES THROUGH GRAMMATICAL ANALYSIS OF SENTENCES IN ENGLISH LANGUAGE COURSES.

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Abstract: This thesis illustrates that using the “Socratic questions” method can be very effective in developing critical thinking skills among language learners. A recent pilot study conducted with 30 participants demonstrated that the treatment group outperformed the comparison group. Engaging with this particular approach helped students to think systematically and swiftly in order to achieve their desired results.

Keywords: Critical thinking, grammatical analysis, English classes, “Socratic questions” approach, JASP.

Although fluency and accuracy are important components of language learning, it is equally vital to cultivate higher-order thinking skills (HOTS) within the language classroom. By fostering critical thinking and motivating students to participate in meaningful exchanges, we can enhance their proficiency as language users across diverse contexts.

When students engage their critical thinking skills during language learning, they transcend mere memorization and passive understanding. They acquire the ability to analyze, evaluate, and synthesize information in the target language, which allows them to use it effectively and creatively. The pilot study included two groups: a treatment group and a comparison group. All data were processed using a specialized statistical program for further analysis.

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
simple grammar analysis_CT	gr analysis Soc questions_CT	-16.306	38	1.000	-2.611	0.475

Note. For all tests, the alternative hypothesis specifies that simple grammar analysis_CT is greater than gr analysis Soc questions_CT.

Note. Student's t-test.



Assumption Checks

Test of Normality (Shapiro-Wilk)

	W	p
simple grammar analysis_CT - gr analysis Soc questions_CT	0.958	0.156

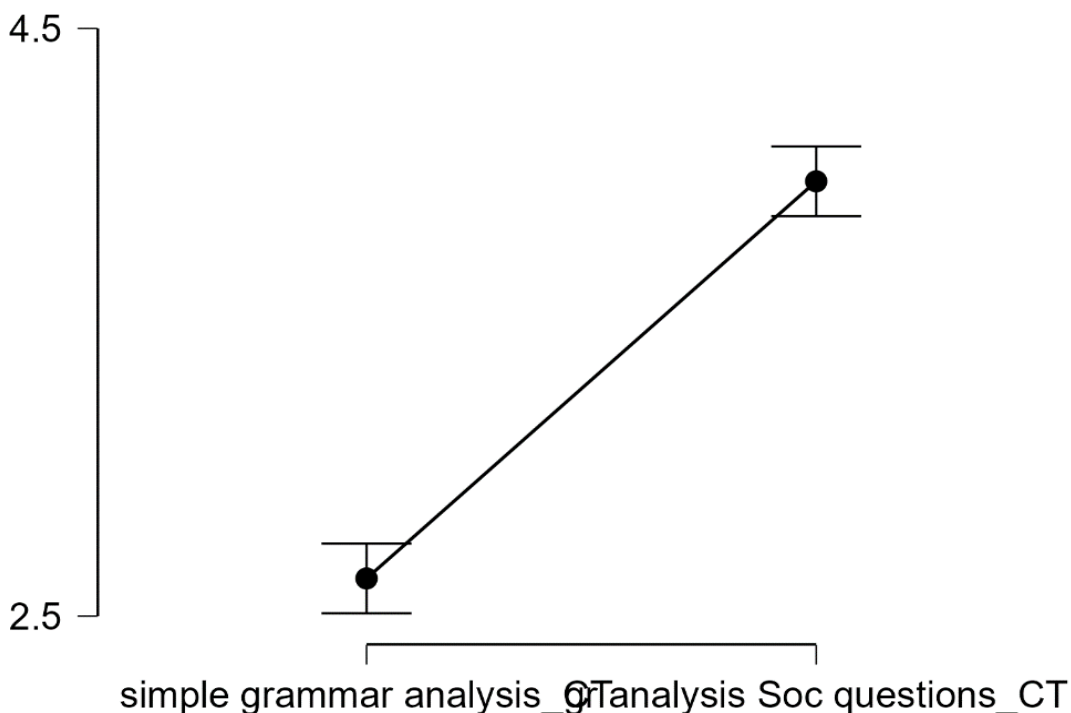
Note. Significant results suggest a deviation from normality.

Descriptives

	N	Mean	SD	SE	Coefficient of variation
simple grammar analysis_CT	39	2.628	0.280	0.045	0.107
gr analysis Soc questions_CT	39	3.979	0.435	0.070	0.109

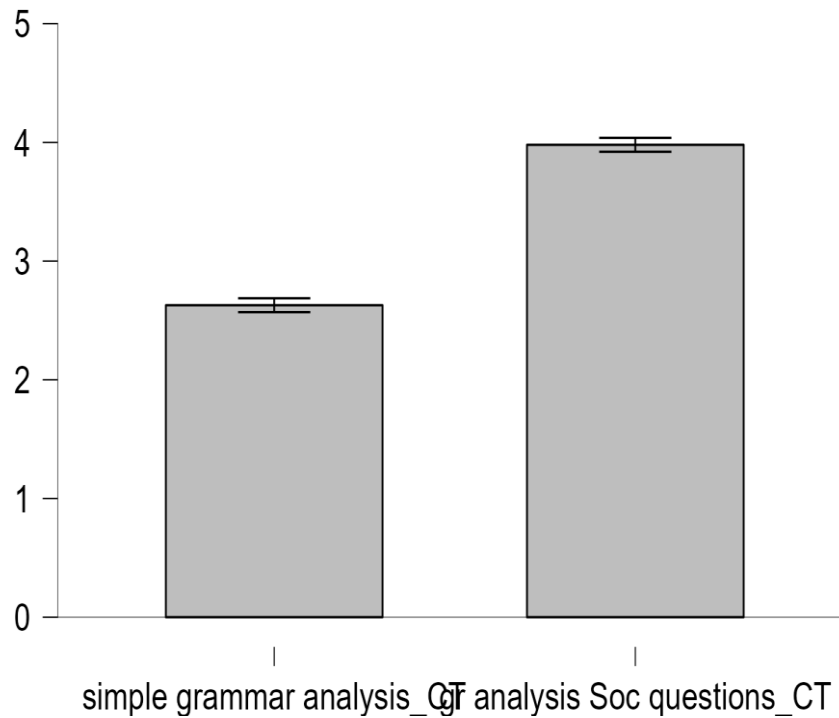
Descriptives Plots

simple grammar analysis_CT - gr analysis Soc questions_CT



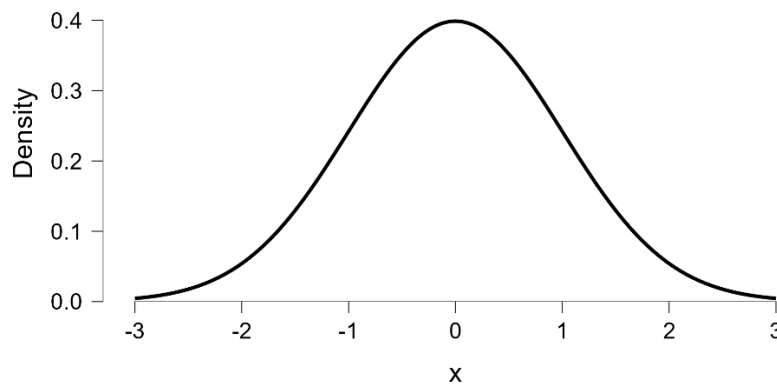
Bar Plots

simple grammar analysis_CT - gr analysis Soc questions_CT



Probability Density Function

Density Plot



When students utilize their critical thinking skills in the language learning process, they move beyond simple memorization and passive comprehension. They develop the capacity to analyze, evaluate, and synthesize information in the target language, enabling them to use it in effective and creative ways. The pilot study involved two groups: one as a treatment group and the other as a comparison group. All data were analyzed using a specialized statistical software for further evaluation.

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