

TEACHING STRATEGIES FOR DEVELOPING CRITICAL THINKING SKILLS IN A ENGLISH LITERATURE CLASSROOM

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Abstract

Displaying a language has become a moving undertaking for educators to design and display language for their second grade. Today, the ability to master a language is essential because a language is an amazing method of transmission. By far, the vast majority of us will not focus on the language present in the composition, considering that our mentality focuses solely on the accent. This forced both the teacher and the doppelgangers to excuse the compositional part and focus on the semantic part of language learning. The trend behind the use of creative work in the aspect of a language is intended to counteract the fact that current efforts to incorporate theoretical work into language teaching are certainly reinforcing the coherent thinking of students to help properly manage a language. Language in particular. Learning to be creative in a review lobby is not a useful story inspiration for ocean liners, but rather an addition to the focus on how to facilitate language and how to have an unfathomable sense of separateness. Second grade sees the language of established circles through a school assignment. They learn verifiable core feelings, contemplations and encounters that give them a healthy touch and help them learn a language completely. It also turns out that employing skillful work in associative learning can also promote double ability in both small semantics and large-scale phonetics.

Keywords: teaching strategies, development, critical thinking skills, literature.

INTRODUCTION

The representation of English writing in the 21st century requires more versatility and less specialization, since the dividing points between theoretical verification and exploratory writing, between teaching and emotional implementation are less clear. There is also less distinction between reasonable moral speculation and the important moral issues raised by the course material, which raises a colossal amount of nagging human problems, from premature termination to lax law enforcement. Furthermore, because the sensitivity of English writing for the ability to correspond is built in, the character (inspiration engine) displayed by the English writing withstands a crisis. People have come to press English writing as a resource rather than seeing English writing as an end in itself. As a result, today's ocean liners will

typically need foundational and creative thinking boundaries and, even scarier, it seems more likely that they will not think wisely but will do as they are told [1].

What's even more impressive is that, as my experience showing English writing in the study room shows, well-rated liners take a more rigid and delicate approach to understanding various ideas and stand out directly from graded liners. You are not responsible for taking the time to fully consider various considerations, as they state too much to almost focus on learning English. With regard to levitation, many voices have pointed to the character crisis in teaching English writing as a key topic of study, and many discussions and reflections have been introduced among English academics, examiners, and educators on how to deal with this. Crisis. However, most ideas remain sound

and theoretical without concrete and utilitarian models. Also, this article aims to provide some plans to merge the English writing test and its use as a linguistic resource in English writing courses in Korea given the experience of the English novel class I took during the important semester of 2010 [2].

As Gregory (2013) argues, we cannot see that a particular technique [teaching] can cope with the problems ... No system can meet all the requirements for learning "(p. 75). And the frameworks conditions, and not just stick to the fixes. They should be accessible to see where things are and get everything you need for any review of class time. It does not mean that, according to Felman (2001), " healthy and unimaginable improvisation simply follows an adequate and an unprecedented strategy . " (p. 207) In fact, we can work much better with our intuition when we are an extraordinary thought. We are going to consider the essential methods and mechanisms of our presentation, so I will first give a hypothetical basis, which is presented in regular hypotheses. Epochs for presentation followed by English composition techniques. Then at this point going to show how I showed the class and in particular how prepared me for this. u Ultimately, I will wrestle with the fact that showing composition in English, compared to learning English, is an important contribution to the creative and coherent thinking of eyeliners [3].

"Lately the work of writing has gained strength as an elementary component and source of authentic messages in the field of projection. This is also supported by the fact that writing is a subject that all schools and all students should ultimately address in its pervasive appeal. Adult liners reliably address confusing and dynamic challenges in crisis presentations that require nature's self-control and brief decision-making. Therefore, the educational and learning process must be transformed into meaningful and fundamental thinking. Basic thinking is inextricably linked to the skills of inspection, deduction, evaluation and selection of conflicts. Additionally, the Imaginative Text component contains various perspectives that require careful consideration and basic thinking. Writing offers various phonetic possibilities for the language learner and speaks the language of certified settings. Liners are put into a real language test of authentic parameters and must

conform to the agreed meaning of a message. Over time, they simply become familiar with a variety of useful semantic constructs, limits, and implications [4]"

The mid-aspect system occasionally helps liners reach a higher limit by making the learning structure clearer, more responsive, and self-sufficient, but most liners routinely neglect to discuss important practices in a workable way. As of now, they ignore the ability and ability to think creatively and generally. Likewise, the need to develop a system that helps them learn has drastically shifted towards a more basic form, as globalization requires experts with open skills and the ability to work in managed environments. Methods for supervising work with passionate jobs in language learning depend on how indistinguishable the language and composition are, and your examples should be essential to each other. (Carter and Long 2013) said that scientific messages make abundant phonetic contributions, extraordinary updates for ocean liners to convey their thoughts in another language, and a potential source of inspiration for ocean liners. Composition offers the language student several semantic freedoms and allows the teacher to configure repetitions that depend on materials that arouse more interest and responsibility than other non-innovative texts [5].

Education and language are closely linked and this is a reality that no one can deny. Doing so whenever it is perceived can positively participate in language teaching by being effective and challenging. As Collie and Slater (1990:3) have shown, four classic reasons lead a language teacher to use the written word in the exam room. It is about colossal materials guaranteed, social improvement, language development and individual consolidation. Regardless of these four main reasons, spaciousness, lack of detail, individual importance, combination, interest, thrift, charm, and lack of clarity are some of the various parts that require creation as an amazing asset in the audit lobby. It is also sensitive to the 21st century learning style offered by a class of generally gifted graduates. The purpose of this article is to recognize the importance of the formation of language through arrangements and how the power of representation helps to find more clearly doppelgangers who, step by

step, expect a substantial part of their standard conditions of presence [6].

The importance of teaching languages through literature

For some foreign language learners, the best strategy for raising awareness of verbal / non-verbal correspondence is to change the way family members use their language under standard conditions. Likewise, since apparently one realizes that theoretical work is not carried out with the main occupation of showing a language, the texts therefore contain several real occasions of the language at that moment, when everything is considered from the sets. Quick messages provide rich phonetic information, productive suggestions for liners to clarify their thoughts in another language, and are a typical inspiration for liners. Composition and language are positively related because composition is constructed through language and deals with one of the most unpredictable language professions. Likewise, Duff and Maley argued that the writing of a survey is undoubtedly an open action that corresponds to real and reliable open conditions (2013). Composition can be helpful in making sense of the lonely connection it creates in the reader. As soon as the second student analyzes a hypothetical text, he begins to have the text. It is introduced in the text. Understanding the effects of things or lexical statements is less essential than trying to improve the story. he feels unmistakably close to the characters and offers his energetic reactions. This can have a major impact on the entire language learning process [7].

Going through groundbreaking text to clearly determine the underlying time can take a lot of effort for eyeliners dealing with graphics, images, and multiple test words. Anyway, after two or three times you will want to familiarize yourself with it and analyze it further. The pleasure of contemplating the composition determines generally tempting subjects and themes. Because you regulate the perceptions, things, sensations, and opportunities that involve part of the reader's experience or that you can address with your imagination, you can relate them to your own life. Mallikarjun (2013: 4) explains that composition, examined for its legitimacy and ordinary enjoyment, is a surprisingly informative mechanical encounter for expressing feelings, linguistic style, and other basic learning's in characters.

Composition is a representation of the language used and a framework for the use of language. Attention to the language of creative texts as a real language should, if necessary, refresh the energy of Sprachallianz's multi-frame part liners. If necessary, showing language through composition is probably a method of social enhancement and introduces a coating to the way the game unfolds in its structure. It blends the lines in an intellectual and heartfelt way, making the language customization truly adorable and invigorating [8].

The role of literature in the critical teaching and learning process

Overall, we know how much fun composition can bring to the teaching and learning process. Composite works play a gigantic standard role in the life of ocean liners in various social systems. They have full appeal and provide a rich source of imaginative language and information that make them ideal-looking devices on the exam lanes. The composition shows basic information about the phonetic and social elements of your language. Using composition as a tool in the appearance system can go beyond language learning in essential thought spaces, a skill that is critical today. Composition provides a rare aid in expressing basic information essential for the student to demonstrate essential logical skills. The composition presents a basic level of language, exchange and play. Also, by promoting the linguistic skills of the plotter by showing the composition and needs of his innovative spirit, it promotes social consideration and supports essential reflection on the themes and characters of the plot. Therefore, writing is incredibly central to the basic training and learning process [9].

LEARNING OBJECTIVES

1. Examine the role of literature in the critical teaching and learning process.
2. Explore the importance of language teaching through literature.

RESEARCH METHODOLOGY

In India, it is common to observe the peculiarities associated with a literature course for non-English language courses:

- 1) More ships of the line aim to further strengthen your purchasing power by staying lazy and simply reading promises;
- 2) Most of the doubles were not strictly verbal or expressive given the basic requests made by the teacher;
- 3) " Most ships try to insist on their knowledge of what happened instead of wondering why or how it happened, how they forget to think and break down their feelings and exercises . " To introduce you to more sophisticated thinking skills. And to deal with burnout or inconveniences that interfere with thinking, two or three systems are integrated into the lesson plan:
- 1) Pass the pop recognition tests to confirm understanding of the text;
- 2) Learning journal to identify your weaknesses in authentic thinking ;
- 3) consolidate knowledge and update one's own skills in association, belonging, correspondence and collaboration;
- 4) Guided discussion in the classroom using Socratic skills to stimulate their basic thinking; AND
- 5) Custom item question reports to encourage deductive or inductive thinking and membership.

B. Participants, framework and procedures

The participants in this study were 12 non-English speaking students (10 women and 2 individuals) selected for the Recognition Program: Introduction to Literature in a Private School in Focal India. These Dopplers had passed a basic English base, TOEIC Bridge 140, to cope with the specialized English program. This 18-week course was an optional and reliable 2-hour / untitled conversation, covering three areas: fiction, segment, and show. Basic reasoning was not specifically or independently taught in the classroom, but was quickly introduced in the main session and recorded as an expression of the survey and conversation at social events. So the Dopplers arranged to perform the Chinese translation of the Critical Thinking Skills Test (CTST) 24 before the second meeting outside the classroom [10].

For each final task, the ocean liners had to answer all the questions recorded in the learning journal before walking around the classroom to talk and chat. Due to differences in their knowledge of English, ocean liners were allowed to use keywords or simply keywords with causal associations to explain their thoughts or judgments in the learning journal. After becoming comfortable with the learning journal sheets, they had to take a short test (10 multiple-choice or multiple-choice questions) on the competition before the discussion or discussion began. This was to ensure that their essential substance assessment was correct and that they had fulfilled their responsibility to obtain it. So 10-15 minutes were spent on language problems, mostly semantic, some language time, but usually occasional problems [11].

Then, to start a discussion, they asked a series of questions: "Did you like the story? " "What did you think this story was about? " "What is the part of the story that confuses you or that fascinates you the most? " After sharing his comments on the story, Socratic was tentatively suspended, as suggested by Paul and Elder (2018), to increase the meaning and scope of his responses or to solicit limited opinions. For example, "What does it mean, if Y does ____ say in the story / game? " "How is it possible for you to reflect on the reflections / ideas ? " "Could you do more shading?" Do you agree with X's decisions or decisions in the story game? " "And "What points of view are relevant to this question?" During the cycle the teacher tried to create a friendly environment without time pressure, so that cooperation between friends or teachers regarding the liner and valuable can be harder. In order for the ocean liners to share their thoughts, a sticker was provided for any comments, questions or answers that gave rise to the Fundamental Thought Companions . The first five worker stickers would qualify for 3 more rallies in their later years.

DATA ANALYSIS

"This investigation has made some revelations. Regardless, people who performed poorly on the CTST pretest improved their overall thinking and scoring limits, especially after treatment. As shown in Table 1, students with low scores had tremendous improvements in their overall CTST

score and additional scores on the exam after treatment. However, the best performing students show no baseline progress on either the overall CTST score or any partial scores (as shown in Table 2). Regardless of Liner's self-assessment test, while the Q25 sub-questions neglected differentiating their CTST scores, Liner felt that the "test" on other thinking skills improved. Reason (Table 3)".

Table 1: *T-test for matched pairs in the pre-test and post-test CCTST (directors with low scores)*

	Mean	s. d.	t	df	p
Total	-2.29	2.43	-2.489	6	.047**
Analysis	-1.00	1.00	-2.646	6	.038**
Evaluation	-.43	1.99	-.570	6	.589
Inference	-.86	1.07	-2.121	6	.078
Deductive reasoning	-.71	1.50	-1.263	6	.253
Inductive reasoning	-.71	1.80	-1.050	6	.334

The p-values are significant (two-tailed) at the 0.05 level.

Table 2 *Paired t-test in CTST before and after the test (highest results)*

	Mean	s. d.	t	df	p
Total	2.60	2.97	1.960	4	.122
Analysis	.60	.89	1.500	4	.208
Evaluation	1.20	1.92	1.395	4	.235
Inference	.80	1.30	1.372	4	.242
Deductive reasoning	.80	.84	2.138	4	.099
Inductive reasoning	1.20	1.92	1.395	4	.235

The p-values are significant (two-tailed) at the 0.05 level.

Table 3. *Pearson's correlation: TOEIC and CTST bridge before and after the test*

		TOEIC	CCTST posttest	CCTST pretest
TOEIC	Pearson Correlation	1.000	-.005	.214
	Sig (2-tailed)	.	.989	.528
	No.	11	11	11
CCTST posttest	Pearson Correlation	-.005	1.000	.212
	Sig (2-tailed)	.989	.	.532
	No.	11	11	11
CCTST pretest	Pearson Correlation	.214	.212	1.000
	Sig (2-tailed)	.528	.532	.
	No.	11	11	11

"Secondly, the connection between thinking attitude coatings basic (CTD) and basic thinking skills (CTS) has proven to be very fragile. According to the presentation and price point registration record, people who showed a remarkable attitude towards basic thinking make no difference in the CTST pre-test and post-test. People who were generous, curious, and confident to test appropriate reactions and share comments were allowed to use stickers to further secure focus towards the end of the semester. Of the Super Five liners that received the most additional awards, three were from the low-scoring social occasion and two from the top package. The person who was designed to use basic thinking scored the highest on the CCTST post-test. This result was different from what some experts have suggested. The relationship between CTD and CTS was very weak among students. Two or three solo ocean liner arrangements when the ocean liners were presented answered the question: What have you learned in this course? Second, they recognized the importance and need to apply decisive thinking in different learning spaces. Over time they realized that they agreed much more and knew why and how. Finally, students were found to agree significantly online that they would benefit from a coordinated class discussion to create basic reflection (M = 75). Which study activity helped me the most in learning, answering the various selection questions (Q22 and Q24)? And that development helped me create more basic thinking?

10 of the 12 students opted for a coordinated class discussion. On the other hand, the students largely accepted the testimonies in the class discussion to understand the arrangement of the task, and the class discussion helped me to verify the meaning of my thought "4) [11] " .

RESULTS

"The revelations in this first report show that careful scrutiny of writing helped weak brains reduce their basic daily thinking and, most importantly, show better judgment skills. When in doubt, most of them are new readers who have only been introduced to the typing test here and there. Most importantly, they repeated their previous knowledge and experience in L1 by scanning the English texts. This could be

verified both in their study diaries and in their paper questionnaires, in which they daily summarized the plot, portrayed the characters, repeated what was said in class, or each had their own appearance in the text. These problems were generally found in the authors' study and elsewhere in this audit. However, shortly thereafter and with the help of learning exercises, some delineators dynamically supported better thought patterns and tendencies, and some were able to make interpretations or drafts. Then come, for example, some concentrates of answers from W s35 in his learning journal [12]".

In this audit, the confirmation of the observation insisted that the weak geniuses achieved a marked improvement in basic thinking when examining / appreciating works of fiction. This result is similar to trying to fully cover the basics considering English exam for beginners. He found that holding basic thoughts affects thought patterns (2015, p. 11). Some studies have suggested that it may take more than one semester to develop basic thinking skills or a mindset towards basic thinking (Yang & Chou, 2018) as students get stages of change hypothesized that the learning progress environment meets and move (Perkins, 2015), which takes a lot of time and practice to modify your measured observations and practices. However, it was found that underperforming students do improve on this audit, a longitudinal report should be done in the future to verify that top performing students can achieve a truly remarkable improvement in performance. In the subsequent evaluation question whether the English language skills of the liners are related to the acquisition of basic thinking skills, the result showed that the reaction was correspondingly negative. It really had all the qualities that students who could speak English should have understood the exams better. Then, with a better understanding of the text, they could see the relationship between nuances, which derivation and evaluation are more appropriate, and then cultivate more sustainable basic thinking skills than less competent doppelgangers. Furthermore, the revelations indicated that weak drivers may have a poor knowledge of English, but their level of English was not related to their CTST list [13].

CONCLUSION

The survey examined whether it is sufficient to develop basic thinking and design skills in coatings through a written test. Overall, the disclosures maintained the technique of this course and provided insight into the research questions. While it turns out that ocean liners can rely on their prior learning affinities, experiences, or information to deal with problems in another situation, if they were given basic thinking skills, they would make sure to adapt to another situation. or find innovative answers to new problems. Albert Einstein said: "The colossal problems we face cannot be treated at a level of thinking comparable to what we were when we created them. 41 In view of the rapid development of the 21st century, ships of the line can no longer swear by the old theory. Action plan. For anyone who is almost certainly trying to work on 21, "find a way to make" a way to live individually "" find a way to be 'and' find a way to change "(UNESCO, 1996). Focus . This emphasis has also led to some ideas for the strategy of future education. First, you need to give more time for liners respond to requests that the teacher has booked on study sheets. An answer sheet can organize and connect with The goal of further exploring the meaning of your reflections and questioning yourself. Second, the ships on the line must be aware of the importance of the dating schedule . The meeting schedule not only helps to promote your basic thinking, but also to further develop your ability to engage and employ Third, if possible, expect a follow-up movement to cultivate resolute thinking in various constructions. cough. you of informative content. In this way, the basic thought energy of coatings can be conserved and further increased over a longer process [14].

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