

ETSI, TUTKI, VERTAA, PÄÄTTELE:
The development of critical thinking in EFL workbooks

Bachelor's Thesis
Aino McLean & Venla Lahtikallio

University of Jyväskylä
Department of Languages
English
December 2013

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Aino McLean ja Venla Lahtikallio	
Työn nimi – Title ETSI, TUTKI, VERTAA, PÄÄTTELE: The development of critical thinking in EFL workbooks	
Oppiaine – Subject Englanti	Työn laji – Level Kandidaatintutkielma
Aika – Month and year Joulukuu 2013	Sivumäärä – Number of pages 34 sivua
Tiivistelmä – Abstract <p>Tämän kandidaatintutkielman tarkoituksena oli selvittää, kehittävätkö alakoulun kuudennen luokan englannin kielten tehtäväkirjojen tehtävät oppilaiden kriittisen ajattelun taitoja. Kriittistä ajattelua on tutkittu lähes sadan vuoden ajan ja ajattelun taitojen opettamisesta on julkaistu erilaisia käsikirjoja. Aiemmat tutkimukset kriittisestä ajattelusta ja oppimisesta ovat kuitenkin koskeneet pääasiassa yliopisto-opiskelijoita ja aikuisia. Kaiken kaikkiaan kriittistä ajattelua kielten oppimisen yhteydessä on tutkittu vähän, vieraiden kielten oppimisen yhteydessä ei juuri lainkaan. Koska aiemmat tutkimukset eivät ole käsitelleet kyseistä aihealuetta, on tutkielma tältä osin edelläkävijä.</p> <p>Tutkielman aineistona toimi kolmen eri kirjasarjan kuudennelle luokalle tarkoitettujen englannin (A-kieli) tehtäväkirjat. Käytimme aineiston analysoinnissa kvalitatiivista aineistolähtöistä sisällönanalyysia: kävimme aineiston läpi kirja ja tehtävä kerrallaan kiinnittäen erityistä huomiota tehtävänantoihin. Tiivistimme aineiston valitsemalla esimerkkejä kirjoissa esiintyvistä eri tehtävyytyypeistä sekä kriittisen ajattelun kehittymisen kannalta hyvistä ja huonoista tehtävistä. Jaoin tehtävät kolmeen kategoriaan sen perusteella, missä määrin ne kehittivät oppilaiden kriittistä ajattelua vertaamalla tehtäviä määrittämiimme hyvän tehtävän ominaisuuksiin. Lisäksi annoimme analyysin yhteydessä parannusehdotuksia, joiden avulla tehtäviä voisi kehittää enemmän kriittistä ajattelua vaativiksi.</p> <p>Tutkielman tulokset osoittivat, että kaikissa kolmessa kirjassa kriittisen ajattelun taitoja kehittäviä tehtäviä on liian vähän eivätkä olemassa olevat tehtävät kehittä oppilaiden kriittisen ajattelun taitoja niin hyvin kuin voisivat. Osa kriittistä ajattelua kehittäville tehtäville määritellyistä ominaisuuksista toistuu tehtävissä, kun taas muutamat tärkeät ominaisuudet puuttuvat tehtävistä lähes kokonaan. Tutkielman tarkoituksena oli myös vertailla aineiston tehtäväkirjoja keskenään ja selvittää, onko kirjan painovuodella merkitystä sen sisältöön. Merkittäviä eroja kirjojen välillä ei kuitenkaan ole havaittavissa.</p> <p>Tutkielman tulokset eivät ole yleistettävissä koskemaan kaikkia kuudennella luokalla käytettäviä englannin kirjoja tai englannin oppikirjoja yleensä. Tämän tutkielman puitteissa laajempi tutkimus ei ollut mahdollista, mutta tutkimusta voisi jatkaa laajentamalla oppikirjoista koostuvaa aineistoa tai esimerkiksi tekemällä teemahaastatteluja.</p>	
Asiasanat – Keywords critical thinking, EFL workbooks, sixth grade, content analysis	
Säilytyspaikka – Depository JYX	
Muita tietoja – Additional information	

TABLE OF CONTENTS

1	INTRODUCTION	3
2	CRITICAL THINKING	4
	2.1 The development of critical thinking.....	5
	2.2 Critical thinking and EFL.....	6
	2.2.1 Why teach critical thinking skills in EFL contexts?	7
	2.2.2 National Core Curricula	8
	2.3 The characteristics of a task that best develops sixth graders’ critical thinking skills	9
3	THE PRESENT STUDY.....	12
	3.1 The research question	12
	3.2 Data.....	12
	3.3 Methods of analysis.....	13
4	DEVELOPING CRITICAL THINKING SKILLS IN CURRENT EFL WORKBOOKS	15
	4.1 Tasks that develop critical thinking skills	15
	4.2 Tasks in need of minor modification to develop critical thinking skills.....	19
	4.3 Tasks in need of major modification to develop critical thinking skills.....	27
	4.4 Discussion	29
5	CONCLUSION.....	31
	BIBLIOGRAPHY.....	33

1 INTRODUCTION

English is an important language in Finland and one is required to be able to use it diversely in different situations, just as one's mother tongue. Since the English language is used so widely in many areas of life, we consider it very important that people should have the ability to think critically not only in Finnish but also in English. Critical thinking skills are becoming increasingly significant in current society and job market because of, for example, developing technologies and the great amount of information at hand. As future EFL (English as a foreign language) teachers it is essential for us to understand the importance of critical thinking skills and how to develop them. Even though the *National Core Curriculum for Basic Education 2004* (2004:92-98) does not list critical thinking as one of the goals in EFL teaching, the *preliminary plan of the 2014 National Core Curriculum for Basic Education* (Luonnos 2012) mentions critical thinking skills in several chapters and, thus, demonstrates the growing value of critical thinking skills at a young age. We believe critical thinking skills are an important part of EFL learning and teaching as these skills particularly develop through practice in foreign languages and cultures (Sumner 1900s, as quoted by Pasch 2000:10-11).

Critical thinking has been studied for nearly 100 years (Fisher 2011:2), but most of the research and books that are mentioned in the present study are from the late 1990s until today. The skill in question has been given several definitions over the years, some of which have been mentioned in the present study. Although plenty has been written about critical thinking and in the past few years several handbooks have been published on how teachers can develop their pupils' thinking skills (Jeni and Wing 2012; Johnson et al. 2010; Jones and Haydon 2012, Matthews and Lally 2010, Unrau 2008), Khatib (2012) is one of the few who have done some research on the link between critical thinking and language learning and teaching. We did not, indeed, find any research on critical thinking and EFL learning and teaching. Furthermore, the research that has been done on critical thinking and learning mostly concerns university level and adults. Our study is, hence, contributing to a new field of study in several ways.

There is no previous research on critical thinking skills and textbooks. We, thus, wanted to find out whether EFL workbooks develop critical thinking skills or whether the development of these skills is solely the responsibility of the teacher. We chose the age group of 11 to 13-year-olds because the practice of critical thinking skills should be started as early as possible and, according to Inhelder and Piaget (1958:337), this is when formal thinking begins. This age group is not, however, yet able to question the meaning and uses of language as profoundly as would be relevant to the development of critical thinking skills so we have left this point of view out of the present study. Instead, we have analysed three EFL workbooks for 11 to 13-year-olds with the intent of finding out whether the tasks in them develop critical thinking skills.

2 CRITICAL THINKING

Critical thinking has been given several definitions in the last century. The first of those resembling current views is John Dewey's, an American philosopher's, definition of reflective thinking: "Active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends." (Dewey 1909, as quoted by Fisher 2011:2). According to Fisher (2011:5), another important definition is the one made by Richard Paul (Paul et al. 1993, cited in Fisher 2011:5) in which he states that to improve one's critical thinking skills one must think about one's thinking. Lastly, Fisher proposes a current definition of critical thinking by Michael Scriven that is also the basis of the present study: "Critical thinking is skilled and active interpretation and evaluation of observations and communications, information and argumentation." (Fisher and Scriven 1997, cited in Fisher 2011:11). In our opinion, this definition comprises the main aspects of critical thinking which are the activeness of the participant as well as the fact that this skill can be practiced, and emphasises the diversity of the elements which need evaluation.

The present study is based on critical thinking skills and it is, hence, important to clarify what they are. They are, for example, the ability to recognise problems, the ability to gather information, the ability to recognise unstated assumptions, the ability to interpret data, the ability to evaluate evidence, the ability to draw conclusions and the ability to reconstruct one's beliefs on the basis of further experience (Fisher 2011:8). Critical thinking requires clarity, relevance, coherence, judgement, reflection, analysis and attention to context (Halpern 2001:2990 and Fisher 2011:15). Halpern (2001:2990) describes critical thinking as "the use of those skills and strategies that increase the probability of a desirable outcome, where the definition of what is desirable depends on individual goals and values".

2.1 The development of critical thinking

In terms of thought development the age group of 11 to 13-year-olds, which we have chosen for our study, is an interesting one. In fact, Inhelder and Piaget (1958:337) claim the age of 11 to 12 years to be the age at which, in our society, formal thinking is believed to begin. They claim this to be the result of both neurological and individual development impacted by education. According to Inhelder and Piaget (1958:335), children aged 11 to 12 are in a transitional phase between child and adolescent thought and the difference between the two is radical. In fact, Inhelder and Piaget (1958:340) emphasise that a child cannot think reflectively whereas an adolescent is able to analyse and think critically about his or her own thinking.

According to Wadsworth (1984:113-114), Piaget's concrete operational stage is when children aged 7 to 11 start thinking less egocentrically and more logically. Their thinking is, however, solely concrete. During the next phase, the formal operational stage, children become adolescents and their thinking skills develop a great deal: they start thinking more abstractly, they learn formal operations such as implication and exclusion, their imagination expands, their objectivity increases and they learn to see things from different points of view. According to Ginsburg and Oppen

(1988:180-181), adolescent thought is flexible and efficient. At this age adolescents also become more critical: they assess generally accepted norms and morals as well as their own thinking. Furthermore, they can accept different truths and understand that in most cases there is no absolute truth and, instead, there are variable interpretations and points of view. (Inhelder and Piaget 1958: 342-350; Wadsworth 1984:136-171.)

Brainerd (1978:203) claims that Piaget believes intelligence to reach its peak between the ages of 11 and 15. He states that adolescent thinking and reasoning is certainly superior to that of childhood and, according to Piaget, it might even be superior to that of adulthood. As stated by Ginsburg and Opper (1988:200-207), however, Piaget does not believe adolescents' growth stops altogether at age 16. Nevertheless, they claim that, according to Piaget, one's ways of thinking are fully formed by the end of adolescence.

2.2 Critical thinking and EFL

English has become the number one language in many fields including, for example, business, tourism, information technology and advertising. This is also the case in Finland where English is more than just a foreign language. There are plenty of international companies in Finland and Finnish companies trading with companies all around the world as well as thousands of foreign tourists and immigrants coming to Finland every year. In addition, at universities and polytechnics many disciplines offer teaching in English in order to give students better qualifications for the future and to attract more exchange students. It can be said that a good knowledge of English is vital for Finns and it is thus important to be able to think critically when using English.

2.2.1 Why teach critical thinking skills in EFL contexts?

Finns master English rather well, which is of course due to both years of education and the out-of-school acquisition that the media has enabled. It is quite difficult, if not totally impossible, to avoid using English in Finnish society today. According to a national survey English is mostly used in free time activities but also at work and at school or in one's studies. Only about 9 per cent of the respondents of the survey say that they do not use English at all. Additionally, up to 90 per cent of the respondents believe that the importance of English will increase in the next 20 years and almost half think that all Finns must know English in the future. (Leppänen et al. 2011.)

More than 40 per cent of the respondents of the survey think that they know English well enough and 38 per cent think they know English better than an average Finn. Some 80 per cent say, however, that they want to learn even more English. Furthermore, 78 per cent are of the opinion that the lack of English proficiency can, for example, diminish the possibility of getting a job in the future. (Leppänen et al. 2011.) In working life employers already expect their employees to master English, but, as Wright (2002:10) remarks, employers also appreciate people who can think critically. Employees should therefore be able to use critical thinking skills while they are using English.

There has been some discussion on if and how critical thinking skills should be taught at schools. Leicester and Taylor (2010:2) suggest that critical thinking skills are different depending on the subject area. McPeck (1990:20) agrees by stating that an effective thinker in one area is not necessarily an effective thinker in other subject areas. In other words, critical thinking skills learnt in, for example, one's first language do not automatically transfer to foreign language learning. The two skills, English and critical thinking, should thus be combined and learnt together.

2.2.2 National Core Curricula

Finnish children usually have their first English lessons in the third grade at school. For the majority of the children in Finland English is the first foreign language they learn, i.e. an A-language. Goals for learning languages, including English as an A-language, have been set in *the National Core Curriculum for Basic Education 2004* and in the *National Core Curriculum for Upper Secondary Schools 2003*. The curricula take advantage of The Common European Framework of Reference for Languages (CEFR) and divide language proficiency into four categories, which are listening comprehension, speech, text comprehension and writing. The curriculum for basic education suggests that at the end of the sixth grade, after four years of learning English, pupils' language skills should be at the basic levels A1.3/A2.1 of CEFR depending on the skill in question (*National Core Curriculum for Basic Education 2004: 140*).

In addition to the categorization of language proficiency, the national curricula also define certain cultural skills and learning strategies that pupils should master at each school level. Critical thinking skills, however, are not mentioned among the required skills at all. The only skill required of sixth graders that even slightly refers to critical thinking is the ability to evaluate their own work (*National Core Curriculum for Basic Education 2004:141*). In grades 7 to 9, in addition to the evaluation of their own work and language skills, pupils are encouraged to become aware of the fact that people's values are bound to their culture, as well as of the different variants of English and the major differences between them (*National Core Curriculum for Basic Education 2004:140-141*). Only in the *National Core Curriculum for Upper Secondary Schools 2003* is there a clearer reference to critical thinking: instruction in foreign languages will offer pupils "the opportunity to develop their awareness, understanding and appreciation of the culture within the area or community where the language is spoken" (*National Core Curriculum for Upper Secondary Schools 2003:102*). Nevertheless, these objectives set for pupils do not necessarily mean that actual

critical thinking skills would be taught. Since critical thinking is not mentioned in the curricula, teachers and text book authors are given the freedom to choose whether they want to exercise pupils' critical thinking skills or not.

It is important to have tasks that improve one's critical thinking skills in EFL workbooks for, as Torff (2005, as quoted by Law and Kaufhold 2009:30) points out, the experience level of teachers affects how much they focus on teaching critical thinking skills: less experienced teachers mostly use tasks which require lower order thinking skills. Every teacher's priorities, interests and time management differ. While some teachers, more experienced ones for example, may not need to plan ahead all the small details of a lesson and may, thus, have time to consider how the improvement of critical thinking might be incorporated into the lesson plan, other less experienced teachers, for instance, may not. Furthermore, it may also be a question of skills. Law and Kaufhold (2009:34) found that many teachers did not know how to develop critical thinking skills. If the EFL workbooks included tasks which develop critical thinking skills, the responsibility would not be the teacher's alone and all pupils would have the same opportunities to improve their ability to think critically.

2.3 The characteristics of a task that best develops sixth graders' critical thinking skills

Since the relationship between critical thinking and EFL learning and teaching has not been studied much before, there are no exact criteria for a task that best develops pupils' critical thinking skills in an EFL context. The sources that we take advantage of do not actually concentrate on the teaching of EFL or foreign languages at all, but mainly give more general guidelines that could be used in a variety of subjects. Moreover, the emphasis of the sources is on the role of a teacher and what a teacher could do to further the development of pupils' thinking skills. That is, we have to apply the sources we have to define our own criteria for tasks that we think would best develop pupils' critical thinking skills in the sixth grade.

At a young age pupils tend to follow the instructions of their textbooks rather obediently because they regard the books, and their teacher, as a higher authority that is always right. McPeck (1990:52) states that as long as pupils feel dominated by the authority they are not actively searching for reasons. That is why he thinks both teachers and textbooks “must find ways to put their authority open to critical examination” (McPeck 1990:52). In other words, pupils often lack the ability to question the authority of the books and do not possess the skills or the courage needed to apply the given instructions in a way that would make the tasks more interesting and perhaps more useful to them. Thus, instructions at the beginning of tasks often determine whether doing the tasks is going to develop pupils' critical thinking skills or not.

As stated by Fisher (1995:76), good instructions should include questions that, for example, seek clarification or explanation, invite enquiry or ask pupils to make comparison. In addition, Pasch (2000:17) suggests instructions should make good use of open-ended questions that leave room for pupils' own ideas and views. Fisher (2011:8) mentions some skills, for example, the ability to recognise problems and the ability to draw conclusions, which are an important part of critical thinking and should, therefore, be incorporated into tasks. Fisher (1995:73) says that it is also a matter of great importance to give pupils a good reason for doing a task, rather than just asking them to practise certain mechanical skills, such as the use of grammar. Good instructions should take this aspect into account as well. To conclude, tasks should give pupils a reason for completing the tasks, give them problems which they have to recognise and solve as well as ask them questions which challenge them to think and to create something new.

Pasch (2000:17), whose focus is on language teaching in particular, suggests that critical thinking could be brought into language classrooms by “promoting 'active learning' styles” and by letting pupils be the protagonists. In other words, when tasks allow pupils to use their own life as a base or as an example when answering

questions, it increases the pupils' interest in the tasks and, in a manner of speaking, guides them to think deeper and to be more critical. As advantageous as using pupils' own experiences is, Wright (2002:96) sees it equally valuable to consider issues from other people's perspectives. Wright believes that way pupils learn that there are different opinions and several possible answers to everything depending on the standpoint. Comparing opinions and points of view in tasks is therefore a great way to further critical thinking skills.

A group task is also a good tool for developing pupils' critical thinking skills. Classroom discussions, according to Leicester and Taylor (2010:103), provide pupils with a great environment to consider their own opinions and moral dilemmas. That is to say, working with a partner or in a group makes it possible for pupils to hear divergent opinions and exchange ideas, which widens pupils' own points of view and furthers their thinking. When working in a group, pupils also learn how to justify their claims and give reasons when they are trying to convince others of their opinions. In addition, Wright (2002:90) suggests that in a group one does not need to solve problems alone, but instead one can co-operate with other pupils to provide answers. In conclusion, tasks that allow and encourage pupils to work and discuss with others develop pupils' critical thinking skills effectively.

As Boud (1995:17) mentions, critical thinking activities are one of the teaching approaches which are closely related to the development of self-assessment skills. It would therefore be important that the tasks would take this aspect into account and let one practise self-assessment. According to Burke and Pieterick (2010:39), the purpose of feedback is to help students become independent, critical thinkers in charge of their learning process. They point out that, in order for this to happen, the feedback needs to be formative and, in other words, student-centred. Self-assessment is a very student-centred type of feedback and so is peer feedback. According to Boud (1995:15), peer feedback is closely linked with self-assessment and can also enhance it remarkably. Cooper (2000, cited in Burke and Pieterick 2010:118) points out that peer feedback is "a two-way process in which both parties

benefit from the exercise". The reader's critical thinking skills develop and the recipient receives non-threatening feedback on his or her work. It is, thus, significant that pupils are assigned to evaluate their own work as well as to give and receive peer feedback. Tasks in which one's performance is assessed by oneself or by a peer develop one's critical thinking skills substantially.

3 THE PRESENT STUDY

3.1 The research question

It is not enough to know the English language, but one should also be able to think critically in English. Critical thinking skills are mostly subject-specific and should therefore be learnt through a particular subject, which, in our opinion, means that EFL and critical thinking skills should be learnt together. We also believe that pupils' critical thinking skills can and should be developed already at an early age. That way both pupils and teachers benefit the most from it: when pupils' critical thinking skills in EFL develop, it makes learning new things and also the teacher's job easier. Pupils will also profit from their skills later in life when studying and working. Thus, based on these views, our study will concentrate on 11- to 13- year olds' critical thinking skills to find out if and how some EFL workbooks further the development of those skills.

In the present study we aim to answer the following research question: Do current EFL workbooks for sixth graders contain tasks which develop critical thinking skills?

3.2 Data

Our data consists of a study of three EFL workbooks for sixth graders (11 to 13-year olds) in Finnish primary schools. The reason for choosing to analyse workbooks is that they reach a very wide audience across Finland. We are interested in finding out

whether the workbooks include tasks which develop critical thinking skills, or whether developing this ability is solely the teacher's responsibility. Firstly, based on source material, we will describe the characteristics of tasks which best develop EFL learners' critical thinking skills. Secondly, we will analyse the tasks in three workbooks of different series to see whether they contain tasks that are similar to the criteria of a good task. One of the books is a couple of years older than the other two because we want to compare whether there are differences between the current workbooks and those from the time when the National Core Curriculum for Basic Education 2004 had recently been taken into use. The workbooks that we have chosen to study are *What's on? 6 Do it* (Arnold et al. 2005), *All Stars 6 Activity Book* (Benmergui et al. 2012) and *Let's go 6 Activity Book* (Harjula et al. 2012).

3.3 Methods of analysis

According to Kyngäs and Vanhanen (1999:3), content analysis is a way in which documents may be analysed systematically and objectively. Eskola (2010:182-186) divides content analysis into three different approaches: grounded theory (data-based), theory-bound and theory-based. The basis of grounded theory content analysis is, according to Tuomi and Sarajärvi (2009), the data itself whereas the other two are based at least partly on an existing theory or model. Miles and Huberman (1994), furthermore, describe it as a three-step process: reducing the data, displaying the data and drawing conclusions. In other words, first all irrelevant information is eliminated, then the data is divided into different categories and finally conclusions and verifications are made.

Our study is based on grounded theory content analysis of the three EFL workbooks for sixth graders that we have chosen. We will concentrate on qualitative data: the tasks in the three EFL workbooks will be compared to the characteristics which we have described for a task that best develops pupils' critical thinking skills, to see if there are tasks that include the characteristics and how well they do so. We will analyse every task individually with the assumption that pupils read and follow the

instructions carefully. Quantitative aspects are not as relevant in the present study as the qualitative ones, but they are also taken into account in the analysis when summarising the results of the study in order to point out if the workbooks include a sufficient number of tasks that further pupils' critical thinking skills. We will also compare the findings of the three workbooks to see whether there are differences between the different book series and whether or not the year of publication has any effect on the results.

After analysing the tasks in the three workbooks, we decided to divide the tasks into three different categories based on how well they meet the characteristics of a task that best develops critical thinking skills: *tasks that develop critical thinking skills*, *tasks that need minor modification to develop critical thinking skills* and *tasks that need major modification to develop critical thinking skills*. A task that best develops critical thinking skills should, firstly, have clear instructions that make good use of open-ended questions, seek clarification or explanation, invite enquiry, ask for comparison, challenge one to create something new and guide one to use one's critical thinking skills. Secondly, the task ought to provide one with problems one has to recognise, guide one to search for answers, let one draw conclusions and justify one's claims. The task should, thirdly, allow one to either use one's own experiences as an example when answering questions or consider issues from other people's perspectives. Furthermore, working in pairs or groups makes it possible for one to hear and compare divergent opinions, exchange ideas and get feedback from peers. Evaluating one's own work is also an essential part of developing one's critical thinking skills and the task should take this into consideration.

4 DEVELOPING CRITICAL THINKING SKILLS IN CURRENT EFL WORKBOOKS

After analysing the three English workbooks for sixth graders, *What's On? 6 Do it* (2005), *All Stars 6 Activity Book* (2012) and *Let's Go! 6 Activity Book* (2012), we came to the conclusion that the tasks in the books do not develop critical thinking skills in the age group of 11 to 13-year-olds as much as necessary. We believe that in all of the three books there is a shortage of and a real need for tasks which develop pupils' critical thinking. In our opinion, it would essentially be rather easy to edit some of the already existing tasks by adding some elements to them or by deleting some parts so that they would meet the characteristics better.

4.1 Tasks that develop critical thinking skills

The workbooks *What's On? 6 Do it* (2005), *All Stars 6 Activity Book* (2012) and *Let's Go! 6 Activity Book* (2012) did not contain very many tasks that develop critical thinking skills. All of the tasks that did contain them have been listed and analysed below. They were single tasks in the workbooks and their task types did not recur. The following tasks discussed in examples 1-4 do not comprise all the characteristics of a task that best develops critical thinking skills but are good examples of tasks and, in particular, task types that could be utilised to develop the skills in question. In other words, it is almost impossible for a task to contain all the characteristics.

Inviting enquiry

Example 1

In task 11A in *All Stars 6 Activity Book* (2012:51) one is asked to study the movie advertisements on the textbook's page 21 and look for an advertisement that has the word *save* in it. Then one is asked to read how Jussi comes to the conclusion of what the word *save* means. Task 11B asks one to look for certain words from the advertisements mentioned in task 11A. In addition, one is asked to deduce and guess

what the words mean without looking at a vocabulary. It is also mentioned that Jussi's reasoning in task 11A can be helpful. Task 11C instructs one to check the alphabetical vocabulary to see if one guessed right in task 11B and write the correct answer beside those that were incorrect. It also asks to check Jussi's answer.

11a Tutki elokuvamainoksia tekstikirjan s. 21. Etsi mainos, jossa esiintyy sana *save*. Lue, miten Jussi päättelee, mitä sana tarkoittaa.

- Miltä sana kuulostaa? Muistuttaako se suomenkielistä sanaa?
- Minkä tyyppisen elokuvan nimessä se esiintyy?
- Mitä kuvassa näkyy?
- Mitä muut sanat sen ympärillä tarkoittavat?

11b Etsi seuraavat sanat elokuvamainoksista. Päättelä ja arvaa, mitä sanat tarkoittavat. Älä katso sanastoista. Saat apua Jussin pohdiskelusta.

1. save _____
2. planet _____
3. Scandinavia _____
4. pirates _____
5. forever _____

11c Tarkista aakkosellisesta sanastosta, päättelitkö oikein. Kirjoita viereen sanan merkitys, jos arvauksesi meni väärin. Tarkista myös Jussin vastaus.

Task 11 presents a good example of a thought process. It entails the characteristics of seeking clarification or explanation, inviting enquiry, guiding one to use one's critical thinking skills and guiding one to search for answers. The vocabulary in task 11B is, however, quite simple and does not encourage one to use the given instructions. If it were more challenging, it would develop critical thinking skills better.

Searching for answers

Example 2

Task 18 in *All Stars 6 Activity Book* (2012:224) is a riddle. One is instructed to read it and write a solution in one's notebook in English.

18 Lue vanha arvoitus ja kirjoita ratkaisu englanniksi vihkoon.

A man goes to the market. He buys a goat, a wolf and a cabbage.
He must take the goat, the wolf and the cabbage across the river to his home.
He must take them one by one because the boat is too small.

He has a problem:

He can't leave the goat and the cabbage alone because the goat will eat the cabbage.
He can't leave the wolf and the goat alone because the wolf will eat the goat.
How can he get across the river?

Riddles, such as this, feature the characteristics of inviting enquiry, seeking clarification, searching for answers and justifying one's claims. In this task one must use one's critical thinking skills in English the same way one would in one's mother tongue.

Example 3

In task 9A in *All Stars 6 Activity Book* (2012:221) one is instructed to search the cartoon strip on page 83 in the textbook to see how to tell that something is someone's. In task 9B one is asked to study the text and answer the questions in one's notebook. In task 9C one is asked to answer the following question: what interrogative must one use when one wants to ask in English whose something is?

9a Tutki sarjakuvaa tekstikirjan s. 83. Näet siitä, miten kerrotaan kenen jokin asia on.

9b Tutki tekstiä ja vastaa kysymyksiin vihkoosi.

Everyone has something new! Holly has a turquoise bike. Matt has an exciting computer game. Colin has a black hamster. Amy has a red laptop and Penny has an awesome cap. Aunt Rose has a different hat and Granddad has a better hammer.

- | | | |
|-------------------------|------------------------|---------------------|
| 1. Whose cap is it? | 4. Whose bike is it? | 7. Whose hat is it? |
| 2. Whose T-shirt is it? | 5. Whose hammer is it? | |
| 3. Whose hamster is it? | 6. Whose laptop is it? | |

9c Mitä kysymyssanaa käytetään, kun halutaan kysyä kenen jokin asia on englanniksi?

Asking pupils to look for grammatical aspects in a text, for example, is a good way of developing their critical thinking skills because they have to find the answers themselves. Task 9 contains the characteristics of seeking explanation, inviting enquiry and guiding one to search for answers. In general, this is a good task type for developing critical thinking skills, but the text in task 9B, for instance, could be longer and more demanding.

Giving feedback

Example 4

In task 7 in *Let's Go! 6 Activity Book* (2012:62) one is asked to read the story aloud. In addition, one is instructed to add the correct prepositions into the sentences wherever there is a star. One is guided to look for help from the previous page if needed. At the same time one's pair will evaluate one's answers by using the given words and hand signals.

7. Lue tarina ääneen. Lisää lukiessasi oikea prepositio tähden kohdalle. Apua saat edelliseltä sivulta. Parisi arvioi osaamistasi.

Yesterday my mother was a bit angry ★ me. I was listening ★ music too loud. I didn't notice it was loud because I am used ★ it. She came into my room and looked ★ me and asked ★ help. I had to look ★ my little sister. My mother went to pick up my granny from the railway station. Her train arrived ★ Foxwood at half past five. When granny came she had her bag full ★ presents for us. She is really good ★ baking and brought a delicious cake. She said she was proud ★ me and my little sister.



Tasks that contain giving and receiving feedback promote critical thinking skills in many ways. The feedback giver benefits from this task because he or she has to listen closely and consider critically the answers of the performer whereas the performer receives critical feedback from a potentially less threatening source. This task could be improved by adding another text below so that the pair could switch roles. Additionally, the feedback giver should be given criteria on which to base the feedback, as well as the correct answers.

4.2 Tasks in need of minor modification to develop critical thinking skills

The workbooks we chose to analyse contained several tasks that would develop critical thinking skills after minor modifications. In this category, examples 5-11, we have chosen to analyse task types that recur throughout the workbooks. In many examples we have chosen to remove the additional tips from the task instructions. We feel it is acceptable to give additional help or examples in some tasks but, in our opinion, it is unnecessary to do so when, for instance, the unit in question has already dealt with the same topic. We believe that students should not be underestimated and, instead, guided to use their critical thinking skills whenever possible.

Give less advice

Example 5

In task 6B in the workbook *Let's Go! 6 Activity Book* (2012:161) one is asked to write in one's notebook what he or she is going to do the following summer. One is instructed to use the structure *be going to*. One is also given an example *I'm going to visit my cousin in Tampere*.



Writing tasks that give pupils the opportunity to write freely with as few restrictions as possible develop critical thinking skills because pupils are, thus, the protagonists and given the opportunity to express themselves. Tasks such as 6B encompass the characteristics of creating something new and using one's own life as the basis of one's output. In our opinion, it is unnecessary to give an example as well as advise pupils to use a certain structure, because the structure in question is presented on the same page, just above task 6B. In other words, the task would develop critical thinking skills better if it did not give as much assistance to the pupils. Then it would also include the characteristic of searching for answers. As it is, however, this task does not develop critical thinking skills effectively. It would require adding an element such as comparison or peer feedback.

Example 6

In task 5 in *Let's Go! 6 Activity Book* (2012:153) one is directed to compare the subjects in the picture. One is instructed to use the adjectives in the box next to the picture.

5. Vertaile kuvien asioita. Käytä laatikon adjektiiveja.



bigger than
small
the happiest
more tired than
the most dangerous
old
newer than
the best

Comparison is one of the best ways to develop one's critical thinking skills. The box of adjectives is not necessary because the comparison of adjectives has been introduced earlier in the workbook and because it restricts one's output. The present task would develop critical thinking skills better if it were, for example, done in pairs so that both had a different picture they could not show each other and had to find the differences between their pictures. This way also the characteristic of pair work would be included.

Example 7

In task 2A in *Let's Go! 6 Activity Book* (2012:64) one is asked to read the sentences aloud with one's pair and find out which word from the textbook's page 38 is in question. The instructions in task 2B ask one to describe one of the given pictures in one's own words to one's pair. One's pair has to then guess in English which of the pictures one has described.

2a. Lue lauseet parisi kanssa ääneen. Mikä tekstikirjan sivun 38 sana on kyseessä?

1. Earth and Saturn are two of them.
2. You see this at night. Some people say it looks like cheese.
3. A very bright light. It warms us, especially in the summer.
4. If the night is bright, you can see a lot of these.
5. A person who flies to space.
6. An exciting place full of stars, planets and even black holes.
7. The planet we live on.

2b. Kuvaile parillesi omin sanoin englanniksi jotakin kuvaa. Parisi arvaa englanniksi, mistä kuvasta on kyse.



In general, group tasks as well as working in pairs develop critical thinking skills because they can encourage one to exchange ideas, learn how to justify one's claims, give reasons, consider issues from other people's perspectives as well as give and receive peer feedback. The characteristics of inviting enquiry, asking for comparison and guiding one to search for answers are all included in task 2A. Nevertheless, there is only one correct answer to each question and all of them can be found on page 38 of the textbook. It is unnecessary to mention the page number. The pupils should be able to conclude that the words they are looking for can be found in the unit they are dealing with. In addition, this task does not take full advantage of pair work.

Be critical!

Example 8

In task 1 in *Let's go! 6 Activity Book* (2012:39) one is instructed to search for information on the Internet and find out what the foods on the menu are. In addition, one is instructed to write a short description of each of them in Finnish. In task 2 one is asked to explore the English tradition *Afternoon Tea* and answer the

questions in Finnish.



Web Hunt

1. Metsästä tietoja internetistä. Selvitä, mitä seuraavat ruokalistan ruoat ovat. Kirjoita lyhyt kuvaus omin sanoin suomeksi.

The USA	Great Britain
brownie – _____ _____	haggis – _____ _____
clam chowder – _____ _____	Yorkshire pudding – _____ _____
corn dog – _____ _____	black pudding – _____ _____
mud cake – _____ _____	fruit scones – _____ _____

2. Tutustu englantilaiseen perinteeseen Afternoon Tea. Vastaa kysymyksiin suomeksi.

Mihin kellonaikaan tee yleensä nautitaan? _____

Mitä teen kanssa tarjotaan syötäväksi? _____

Kuka herttuatar aloitti iltapäiväteen perinteen? _____

Mitä eroa on termeillä *High Tea* ja *Afternoon Tea*? _____



Web hunts and other tasks that instruct one to seek for information are a good way of developing critical thinking skills. Tasks 1 and 2 embody the characteristics of seeking clarification or explanation, inviting enquiry, guiding one to search for answers and justifying one's claims. The characteristic of considering issues from other people's perspectives is also fulfilled in part as the tasks are culture-bound. By adding a sentence that instructs one to be critical when searching the Internet and not believing everything that one finds would also improve the task and incorporate the characteristic of guiding one to use one's critical thinking skills. In addition, we believe it is unnecessary to ask one to answer in Finnish.

Demand more

Example 9

Task 9A in *Let's Go! 6 Activity Book* (2012:91) is a reading comprehension exercise. The instructions ask one to read the text about Liz's week and decide if the Finnish statements related to the texts are true or false.

9a. Lue, mitä kaikkea Liz teki viikon aikana. Ovatko väittämät oikein vai väärin?

Liz's Week

On Monday, I borrowed Tinka and took her to a dog agility competition. Tinka was the fastest dog in the race and we won the first prize.

On Tuesday, my grandfather needed my help. He wanted me to buy him a new hat and gloves at the shopping centre. I bought him a fancy blue hat and pink gloves. I really hope he liked them!

On Wednesday, I tried to do my German homework. I translated seven sentences into English. Then I noticed that it wasn't the right exercise.

On Thursday, I talked with my best friend, Henry, on the phone. He works at a hotel and told me that there was a famous rock star staying there.

On Friday, I finished at three already and took Tinka to the park. We ran and played the whole afternoon and after that I groomed Tinka. She looked so beautiful! Jason seemed a bit shocked when I brought Tinka back home.

During the weekend, I met my friends and studied for the geography test.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Tinka oli kisan nopein koira. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lizin isoisä piti kovasti Lizin ostamasta hatusta. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Liz teki väärän kotitehtävän. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Henry epäili, että hotellissa oli rocktähti. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Perjantaina Liz meni puistoon Tinkan ja Jasonin kanssa. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Viikonloppuna Liz harjoitteli historian koetta varten. | <input type="checkbox"/> | <input type="checkbox"/> |



9b. Suomenna alleviivatut lauseet.

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

The task allows one to search for answers from the text, but it does not ask one to give any explanation for why one thinks some statement is true or false. By asking one to justify one's answers one is made to think critically. Moreover, the statements in the task are in Finnish. If they were in English one would have to be more careful when comparing the text with the statements, and might even have to look through other sources, such as dictionaries, in order to find out the correct answers. Rather than merely changing the language of the statements into English, a better alteration would be to use open-ended questions concerning the text or even writing a short summary about the text using one's own words. This way the task would certainly invite enquiry, ask one to search for answers and not limit the answers to one sole possibility.

Give more freedom

Example 10

In task 2 in *What's On? 6 Do it* (2005:158) one is asked to derive six new words from the given words. One has to write the new words, i.e. the names of different sports, in English and in Finnish.

2.	Mitä urheilulajien nimiä saat johdettua sanoista? Kirjoita englanniksi ja suomeksi.
	a raft _____
	a mountain bike _____
	ski _____
	hike _____
	climb _____
	dive _____

When it comes to developing critical thinking skills, deriving new words can be a good type of task. They can challenge one to create new words, ask for comparison

or guide one to search for answers. In the task in question, however, deriving of the words is quite restricted: one is only allowed to produce names of sports, which means that every answer is a noun that ends with the suffix *-ing*. That is to say, the task would develop pupils' critical thinking skills better if it gave pupils more freedom to derive new words and did not ask them to form only certain nouns.

Example 11

In the workbook *What's On? 6 Do it* (2005:9) there is a task in which one has to conclude and fill in the last word in five English phrases. The instructions say that the vocabulary on the previous page will help.

4. Päättele ja täydennä englanniksi. Edellisen sivun sanasto auttaa.

If you can't swim, you could _____

If your friend can't hear you, you must _____

If you don't know what to do, ask for _____

If you are the best at swimming, you'll get a gold _____

If you are on a boat, you should wear _____

Tasks where one has to conclude answers can be truly good at developing critical thinking skills. They can, for example, make good use of open-ended questions, seek explanation, ask for comparison or challenge one to create something new. In this task, however, one does not have too much room for concluding or searching for answers because the single right answers can and must be found in the word list on the previous page. The task would be better and develop critical thinking skills somewhat more if more than one answer were accepted instead of advising one to find the answers in the wordlist next to the task.

4.3 Tasks in need of major modification to develop critical thinking skills

We did not find tasks that do not develop critical thinking skills at all even after modification, but we did find a few examples of tasks that do not leave much room for critical thinking. We analysed the tasks in examples 12-14 from an EFL point of view and, in particular, in terms of whether they develop critical thinking skills. This category contains, surprisingly, task types that recur in the workbooks and it is, thus, important to be aware of their inability to develop the skills in question.

Little to do with language

Example 12

In task 3 *What's On? 6 Do it* (2005:126) one is asked to create one's own breakdance moves and draw a picture of each move. One also has to give every move an English name.



3. Keksi ja piirrä omia breakdance-liikkeitä. Kirjoita nimet englanniksi.

In this task one is allowed to use one's imagination and create something completely new. Unfortunately, the task has barely anything to do with the English language and is therefore not a good task for developing critical thinking skills in an EFL context. Of the tasks we found this one is the closest to a task that does not develop critical thinking skills. It is even difficult to find ways in which the task could be modified.

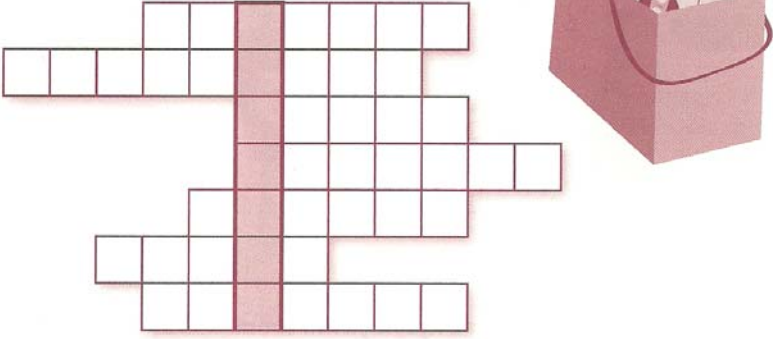
Only one correct answer

Example 13

There is a crossword puzzle about recycling in *Let's Go! 6 Activity Book* (2012:49). The instructions say that when one has solved the crossword one finds out where one can put compostable waste. In addition, the instructions give the number of the page where one can find a vocabulary that helps one with the crossword puzzle. The clues are simple Finnish words.

3. Ratkaise ristikko. Saat tietää, minne biojätteet voi laittaa. Apua saat tekstikirjan sivun 30 sanastosta.

- 1 kierrättää
- 2 pahvi
- 3 metalli
- 4 muovi
- 5 pullo
- 6 lasi
- 7 paristo



We think that crossword puzzles do not develop pupils' critical thinking skills at all. When solving a crossword like this pupils do not need to think critically but merely copy the right answers from the vocabulary, which they are advised to use as a help. Instead of using single Finnish words as clues, the clues could be, for example, English explanations and descriptions of words. This way one has to search for answers and think critically in English. Furthermore, we consider it unnecessary to advise pupils to look for help from a certain vocabulary. It is also unnecessary to reveal the solution of the crossword puzzle in advance since providing one with the solution means that there is absolutely nothing left to find out and it makes doing the task less meaningful. If the instructions, thus, gave much less information, one would

actually have to search for answers and the task would develop critical thinking skills better. Despite the modifications mentioned above, a crossword such as this is not as good at developing critical thinking skills as other types of tasks. The main problem is that crosswords generally only accept one correct answer.

Far removed from pupils' lives

Example 14

In task 3 in *What's On? 6 Do it* (2005:31) one is directed to write a play about animals that are on an expedition. Additionally, one is asked to write the lines in English.



3. Kirjoita näytelmä eläimistä, jotka ovat retkellä. Kirjoita vuorosanat englanniksi.

Task 3 includes the characteristic of challenging one to create something new. This characteristic on its own is not enough to develop critical thinking skills. The task has a poor grip on reality: it does not let pupils be the protagonists or let them consider issues from someone else's point of view. Moreover, writing a play about animals is not as motivating as writing about something real. If the task was to write a story, the given instructions might be sufficient, but as pupils are asked to write a play the instructions seem incomplete. Pupils should, hence, be given further instructions on what to do with the play after it has been written. This task could be improved by asking pupils to work in pairs or in groups and write about, for example, bullying in schools. Afterwards they could act out the play to the rest of the class.

4.4 Discussion

We divided the tasks in the three workbooks into three categories: *tasks that develop critical thinking skills*, *tasks that need minor modification to develop critical thinking skills* and *tasks that need major modification to develop critical thinking skills*. The first category

consisted of task types that did not recur. The tasks did not include all the characteristics of a task that best develops critical thinking skills, but are good examples of task types that could be utilized to develop the skills in question. The second category included recurring task types whose general idea is good but could be modified slightly in order to develop critical thinking skills better. These tasks often give, for example, unnecessary assistance to the pupils. Most of the tasks in the workbooks belong to this category. In the third category there are tasks that need to be altered almost entirely for them to develop critical thinking skills. Most of the task types were recurring and did not leave much room for critical thinking.

Originally, we had planned to compare the three workbooks and, in particular, whether there are differences between the older, *What's On? 6 Do it* (2005), and the two newer books *Let's Go! 6 Activity Book* (2012) and *All Stars 6 Activity Book* (2012). We came to the conclusion, however, that there are no notable differences between the three books. The best single tasks were found in *All Stars 6 Activity Book* (2012), but all the books contained the same kinds of tasks as those that we analysed in the other two categories. Overall, there is a great need for tasks that develop critical thinking skills and all the characteristics, which have been previously mentioned, should be present in the tasks to ensure the diverse development of the skills in question.

When analysing the tasks, we felt that several important characteristics were not present in the tasks to the extent to which would be needed. For example, there were only a few pair and group tasks and they were not fully taken advantage of. In addition, the use of critical thinking skills was not mentioned in any of the workbooks and pupils were not literally instructed to use them. We feel that it would be necessary for pupils to be aware of the skills in question and, thus, naming the skills and guiding pupils to use them would help in developing one's critical thinking. *Example 1* is the closest example of the previous showing one a model of a thinking process. We would have hoped to find more tasks similar to those that develop critical thinking skills in one's mother tongue as, for instance, riddles and

self-assessment.

An important question to consider is why tasks that develop critical thinking skills cannot be found in these three EFL workbooks. Perhaps it is not understood that the skills in question could and should be developed in subject-specific contexts because the *National Core Curriculum for Basic Education 2004* does not mention the skills in the goals set for foreign language learning and teaching. New National Core Curricula are being designed for the year 2014 and critical thinking skills are mentioned in the preliminary version of the general goals for education: pupils are encouraged to trust their own views, be brave, creative and innovative, as well as question their own thinking, see things from other perspectives, search for new information, analyse and study critically from different points of view (Luonnos 2013:12). It will be interesting to see how and how well this will be taken into consideration by EFL textbook authors.

5 CONCLUSION

It is important to develop one's critical thinking skills in an EFL context because English is an important language in Finland and the skills in question are subject-specific. Moreover, their development should be started as early as possible so that the skills can become automated and be of help in one's studies. Critical thinking skills and EFL learning and teaching has not been studied a great deal and, in particular, the role of EFL textbooks is a forgotten field of research. The present study is, hence, pioneering research in many different ways.

In the present study our aim was to answer the following research question: Do current EFL workbooks for sixth graders contain tasks which develop critical thinking skills? In our opinion, the research went beyond the research question. We did not merely answer the question but also gave suggestions on how to improve the tasks in the workbooks. We analysed three EFL workbooks, *What's On? 6 Do it*

(2005), *All Stars 6 Activity Book* (2012) and *Let's Go! 6 Activity Book* (2012) and found that they did not contain many tasks that develop critical thinking skills. Most tasks would, however, develop the skills in question after modification. As there was no previous research on this particular field of study we had to gather information from several different sources and combine it to construct the theoretical framework for the present study. The method of analysis, grounded theory content analysis, was determined by the data. The data was a successful choice in the sense that the three book series in question are widely used across the country. In addition, since the books have different authors and publishers they ensured a variety of differing tasks.

This field of research is new and requires more extensive study of workbooks, which was not possible, however, within the terms of reference of the present study. We divided the tasks into three categories, *tasks that develop critical thinking skills*, *tasks that need minor modification to develop critical thinking skills* and *tasks that need major modification to develop critical thinking skill*, but they could have been analysed and categorised more specifically. In this study we had the power to define the categories. Thus, with other types of categories the results might differ from the present study's findings. One could continue this research by, for example, interviewing teachers on the subject and seeing how they feel about critical thinking skills and whether or not they feel that the development of these skills is solely the responsibility of the teacher.

BIBLIOGRAPHY

Primary sources

- Arnold, J., Kannisto, L., Sarlin, H., Siikaniemi-Holopainen, M. and Törmä, J. (2005). *What's On? 6 Do it* (2nd edition). Helsinki: Tammi.
- Benmergui, R., Sarisalmi, T., Peltonen, T., Ellonen, M., Alamikkela, U., Ritola, L. and Granlund, A. (2012). *All Stars 6 Activity Book*. Helsinki: Otava.
- Harjula, S., Kanervo, P., Laukkarinen, A. and Törmä, J. (2012). *Let's Go! 6 Activity Book*. Helsinki: Sanoma Pro.

Secondary sources

- Boud, D. (1995). *Enhancing Learning through Self Assessment*. London: Kogan Page.
- Brainerd, C. J. (1978). *Piaget's theory of intelligence*. New Jersey: Prentice-Hall.
- Burke, D. and Pieterick, J. (2010). *Giving students effective written feedback*. Berkshire: Open University Press.
- Eskola, J. (2010). Laadullisen tutkimuksen juhannustaiat. Laadullisen aineiston analyysi vaihe vaiheelta. In J. Aaltola and R. Valli (eds.), *Ikkunoita tutkimusmetodeihin II. Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin* (3rd edition). Jyväskylä: PS-kustannus, 179-203.
- Fisher, A. (2011). *Critical thinking : an introduction* (2nd edition). Cambridge : Cambridge University Press.
- Fisher, R. (1995). *Teaching children to think*. Cheltenham: Stanley Thornes Ltd.
- Ginsburg, H. P. and Opper, S. (1988). *Piaget's theory of intellectual development* (3rd edition). New Jersey: Prentice-Hall.
- Halpern, D.F. (2001). Critical thinking, Cognitive psychology of. In *International Encyclopedia of the Social & Behavioral Sciences*, 2990-2994.
- Inhelder, B. and Piaget, J. (1958). *The growth of logical thinking: from childhood to adolescence: an essay on the construction of formal operational structures*. London: Routledge & Kegan Paul.
- Jeni, J. and Wing, L. (2012). *Smart thinking : A programme for developing thinking skills in 7 to 12 year olds*. Florence, KY, USA: Taylor and Francis.
- Johnson, S., Siegel, H. and Winch, C. (2010). *Teaching thinking skills* (2nd edition). London, GBR: Continuum International Publishing.
- Jones, P. and Haydon, D. (2012). *Putting it into practice : Developing student critical thinking skills in teacher education : The models, methods, experience and results*. Charlotte, NC, USA: IAP - Information Age Publishing, Inc
- Khatib, M. (2012). Critical Thinking Skills through Literary and Non-Literary Texts in English Classes. *International Journal of Linguistics* [online] 4 (4), 563-580.
<http://search.proquest.com/docview/1323942374/fulltextPDF?accountid=11774>
- Kyngäs, H. and Vanhanen, L. (1999). Sisällön analyysi. *Hoitotiede/Journal of Nursing Science* 11 (1), 3-12.

- Law, C. and Kaufhold, J. A. (2009). An analysis of the use of critical thinking skills in reading and language arts instruction. *Reading improvement* 46 (1), 29-34.
- Leicester, M. and Taylor, D. (2010). *Critical thinking across the curriculum: Developing critical thinking skills, literacy and philosophy in the primary classroom*. Berkshire, GBR: Open University Press.
- Leppänen, S., Pitkänen-Huhta, A., Nikula, T., Kytölä, S., Törmäkangas, T., Nissinen, K., Käätä, L., Räisänen, T., Laitinen, M., Koskela, H., Lähdesmäki, S. and Jousmäki, H. (2011). National survey on the English language in Finland: Uses, meanings and attitudes. *Varieng: Studies in variation, contacts and change in English* [online] 5 (1), n .pag. <http://www.helsinki.fi/varieng/journal/volumes/05>
- Luonnos perusopetuksen opetussuunnitelman perusteiksi 2014 (sisällysluettelo ja luvut 1-5) (2012). [online]. [http://www.oph.fi/download/146131_Luonnos_perusopetuksen_opetussuunnitelman_perusteiksi VALMIS 14 11 2012.pdf](http://www.oph.fi/download/146131_Luonnos_perusopetuksen_opetussuunnitelman_perusteiksi_VALMIS_14_11_2012.pdf). (4 November 2013).
- Matthews, R. and Lally, J. (2010). *Thinking teacher's toolkit : Critical thinking, thinking skills and global perspectives*. London, GBR: Continuum International Publishing.
- McPeck, J. (1990). *Teaching critical thinking: dialogue and dialectic*. New York, USA: Routledge.
- Miles, M. B. and Huberman, A.M. (1994). *Qualitative data analysis* (2nd edition). California: SAGE Publications.
- National Core Curriculum for Basic Education* (2004). Finnish National Board of Education [online]. http://www.oph.fi/download/47672_core_curricula_basic_education_3.pdf. & http://www.oph.fi/download/47675_POPS_net_new_2.pdf. (10 April 2013).
- National Core Curriculum for Upper Secondary Schools* (2003). Finnish National Board of Education [online]. http://www.oph.fi/download/47678_core_curricula_upper_secondary_education.pdf. (10 April 2013).
- Pasch, G. (2000). *Using internet primary sources to teach critical thinking in world languages*. Westport, CT, USA: Greenwood Press.
- Tuomi, J. and Sarajärvi, A. (2009). *Laadullinen tutkimus ja sisällönanalyysi*. Helsinki: Tammi.
- Unrau, N. (2008). *Thoughtful teachers, thoughtful learners : Helping students think critically* (2nd edition). Toronto, ON, CAN: Pippin Publishing Corporation.
- Vygotsky, L. S. (1962). *Thought and language*. (E. Hanfmann, Ed., G. Vakar, Trans.). Cambridge, USA: The Massachusetts institute of technology.
- Wadsworth, B. (1984). *Piaget's theory of cognitive and affective development*.
- Wright, I. (2002). *Is that right? : Critical thinking and the social world of the young learner*. Toronto : Pippin Publishing.