PRACTISING CRITICAL THINKING SKILLS WITH GRAMMATICAL ANALYSISI OF THE SENTENCES IN ENGLISH LANGUAGE CLASSES

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Abstract: This thesis depicts that implementing 'Socratic questions" approach can be highly effective for fostering critical thinking skills of the language learners. Recent pilot study applied among 30 participants proved that treatment group showed better results other than the comparison group. Practicing with selected approach assisted students to think orderly as well as quickly for reaching desired outcomes.

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

While fluency and accuracy are indeed crucial aspects of language acquisition, it is also essential to foster higher-order thinking skills (HOTS) in the language classroom. By promoting critical thinking and encouraging students to engage in meaningful communication, we can help them become more proficient language users in a variety of contexts.

When students activate their critical thinking skills in the language learning process, they go beyond rote memorization and passive comprehension. They learn to analyze, evaluate, and synthesize information in the target language, enabling them to use it effectively and creatively. Two groups were involved for the pilot study as treatment group and comparison group. All the calculations were transformed to special statistical program for further descriptions.

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	8	3 00	1.0	-2.611 75	0.4

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

Test of Normality (Shapiro-Wilk)

	W	p

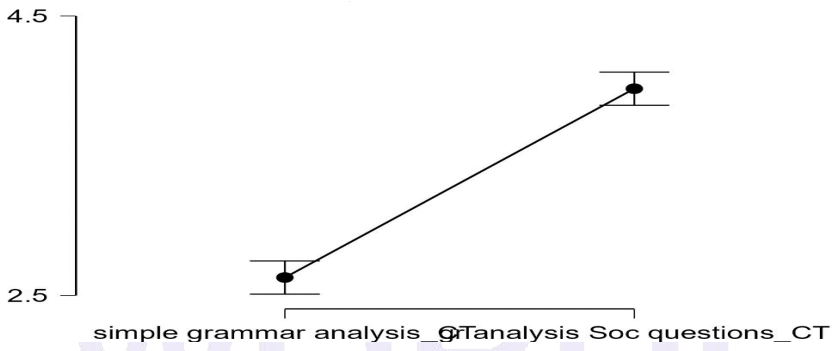
Note. Significant results suggest a deviation from normality.

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

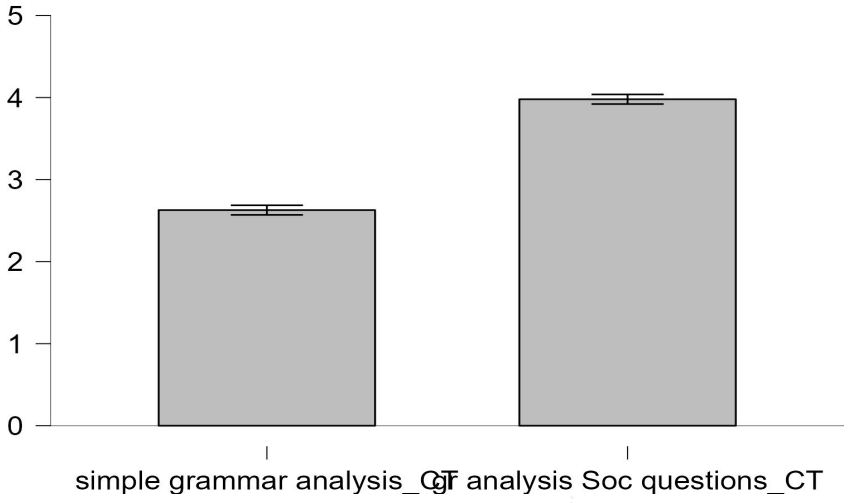
Descriptives Plots

simple grammar analysis_CT - gr analysis Soc questions_CT



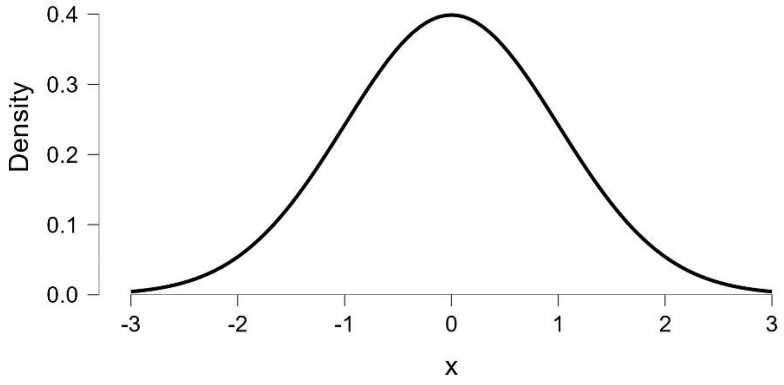
WORDLY KNOWLEDGE

Bar Plotssimple grammar analysis_CT - gr analysis Soc questions_CT



Probability Density Function

Density Plot



As shown in figures, in density plot bell curve was formed which emphasizes that the tasks were normally distributed. The treatment group outperformed the comparison group in the grammar analysis tasks. The treatment group showed a mean score of 3,9 whereas the comparison group had a mean score of 2,6. The independent samples *t*-test revealed that there is a statistically significant difference between the two groups.

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KNOWLEDGE