

USING DILEMMA SCENARIOS TO DEVELOP STUDENTS' ENGLISH
SPEAKING AND CRITICAL THINKING SKILLS



NIPAWAN NARUEPREMPREE

A Dissertation Submitted to University of Phayao
in Partial Fulfillment of the Requirements
for the Doctor of Philosophy Degree in English

May 2024

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Dissertation

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Doctor of Philosophy Degree in English
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ABSTRACT

This study aimed to achieve three objectives: 1) To investigate the development of speaking skills and critical thinking skills through the use of dilemma scenarios, 2) To examine the correlation between speaking skills and critical thinking skills enhanced through the use of dilemma scenarios., and 3) To explore the perceptions of undergraduate students on the efficacy of using dilemma scenarios for improving English–speaking and critical thinking skills. The sample consisted of 45 undergraduate students enrolled in Daily English Listening and Speaking, the first semester of the academic year 2023 at the University of Phayao with purposive sampling, The investigation was conducted during the first semester of the academic year 2023, employing a mixed–methods approach to collect and analyze data. Results highlighted notable advancements in students' abilities, with speaking skills scores increasing from a pre–test average of 17.80 to a post–test average of 23.07, and critical thinking skills scores rising from 60.5 to 66.07. Student feedback further validated the utility of dilemma scenarios, emphasizing greater engagement, motivation, and a deeper practical understanding of the skills learned. The research underscores the significant role dilemma scenarios could play in English language education, effectively bolstering linguistic and cognitive skills. The methodology and outcomes suggest a promising direction for incorporating such interactive learning tools into teaching strategies, aiming to enrich the educational experience and skill set of learners in similar settings.

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CHAPTER I

INTRODUCTION

Background of the study

The English language has established itself as a worldwide language in a multitude of disciplines, including education, science, and commerce, and it plays an important role in international communication. Not only does its pervasiveness make international discourse easier to achieve, but this also serves as a key to unlocking possibilities in the global information economy. English-medium instruction (EMI) is widely used in nations where English is not the official language, indicating a shift towards English proficiency as a necessary component of global mobility and competitiveness (Dearden, 2014; Jenkins, 2015)

Although English is a worldwide language, teaching English presents many pedagogical obstacles, especially in settings where the language is not the native language. As a result of the fact that traditional teaching methods often fail to provide students with the practical communication skills that are required, there has been a push towards more participatory and communicative techniques, such as task-based learning and communicative language education (Nunan, 2015; Taguchi and Roever, 2017). According to Larsen-Freeman (2018), the move to these methodologies is not without its challenges. These challenges include the need for pedagogies that are culturally sensitive and inclusive, as well as the existence of long-standing educational traditions.

Considering Thailand's objectives for global integration, there is a significant need for those who are proficient in the English language. However, educational approaches that promote memorization over the development of communicative and analytical abilities are a barrier to the development of essential language skills, especially in the areas of speaking and critical thinking (Wiriyachitra, 2002). According to Srichanyachon (2019), continuing efforts are being made to modernise English Language Teaching (ELT) tactics by using novel methodologies and digital resources. The objective of these efforts is to promote language learning experiences that are more effective and engaging. The

capacity to communicate effectively in English and to apply critical thinking are abilities that are very necessary today. These skills not only facilitate contact with people from other countries but also facilitate success in academic and professional endeavours. According to Knight and Schmidt–Rinehart's research from 2020, the teaching techniques that are used in Thailand often do not provide sufficient support for the development of these competencies. Instead, they depend on conventional lecture–based approaches that restrict the use of language in practical situations and critical engagement.

Observations obtained at the University of Phayao shed light on the major difficulties that students have concerning critical thinking and speaking English. These difficulties indicate deeper systemic concerns that are present within the Thai educational system. These realisations highlight how important it is to implement innovative instructional strategies that are specifically customised for achieving these requirements (Thitipanawan, 2018).

The traditional ELT methods prevalent in Thailand and similar contexts often lack the dynamism to fully engage students in the active use of English, particularly in the development of speaking and critical thinking skills. This disconnect between educational methodologies and the practical demands of global communication necessitates a paradigm shift towards more interactive, student–centred learning environments. Dilemma scenarios, under their design, compel students to confront real–world problems, requiring the use of English not just as a subject of study but as a tool for negotiation, collaboration, and decision–making (Anderson, Martin and Infante, 1998)

Dilemma scenarios provide an opportunity to bridge the gap between academic knowledge and actual language use, allowing students to apply their English skills in real–life settings. This methodological approach is consistent with current theories of language acquisition, which highlight the requirement of meaningful interaction and contextualised language use for learning to occur (Vygotsky, 1978). Dilemma scenarios allow for a deeper, more integrated grasp of both language and subject by putting language acquisition within the context of problem–solving and critical inquiry.

The use of dilemma scenarios, which are simulations of difficult real-life situations that require negotiation and decision-making, has emerged as a potentially useful method for improving English speaking and critical thinking abilities. On the other hand, its implementation in the Thai English Language Teaching (ELT) environment is still underexplored, which represents a substantial gap in both research and practice. This study intends to investigate the use of dilemma scenarios in English Language Teaching (ELT) classrooms to fill this gap. The purpose of this investigation is to enhance our understanding of the effectiveness of these scenarios in developing the skills required for critical thinking and global communication among Thai students (Nunan, 2015; Patel and Jain, 2008).

The major goal of this study is to determine the efficacy of dilemma situations in boosting English speaking and critical thinking abilities among Thai EFL learners. The research questions are intended to investigate how dilemma scenarios contribute to the development of these skills, the relationship between involvement in dilemma scenarios and learners' proficiency improvements, and students' opinions of the usefulness of this educational strategy. Addressing these concerns will provide significant insights into the application and impact of dilemma situations in Thai educational contexts, as well as a model for pedagogical innovation that may be applied to similar EFL learning environments around the globe.

Through the incorporation of dilemma scenarios into the curriculum, this research endeavours to enhance pedagogical methodologies and make an academic contribution to the wider conversation regarding inventive and culturally attuned ELT strategies that are efficacious. By investigating dilemma scenarios as a means of cultivating English speaking and critical thinking skills, new perspectives could be gained on the obstacles encountered in educational settings for non-native English speakers, specifically in Thailand.

The anticipated contributions of this research are manifold. First, this study seeks to give empirical data on the effectiveness of dilemma scenarios in improving English speaking and critical thinking skills. Second, the goal is to provide practical insights for educators and policymakers interested in curriculum creation and pedagogical innovation. Finally, by filling a substantial vacuum in the literature, this study hopes to pave the way

for future ELT research, particularly in contexts like Thailand where the traditional teaching paradigm persists.

As the world grows more interconnected, the ability to communicate effectively in English and engage critically with other viewpoints becomes increasingly important. By matching teaching approaches with the demands of the global communication landscape, we can ensure that students are not only fluent in English but also capable of navigating the complexity of the twenty-first century with confidence and competency.

Objectives of the study

1. To investigate the development of speaking skills and critical thinking skills through the use of dilemma scenarios.
2. To examine the correlation between speaking skills and critical thinking skills enhanced through the use of dilemma scenarios.
3. To explore the perceptions of undergraduate students on the efficacy of using dilemma scenarios for improving English-speaking and critical thinking skills.

Research Questions

1. In what ways can dilemma scenarios contribute to the development of undergraduate students' English speaking and critical thinking skills?
2. What is the correlation between the enhancement of English speaking skills and critical thinking skills reflected through students' engagement with dilemma scenarios?
3. What are the perceptions of university students regarding the use of dilemma scenarios as a method to enhance their critical thinking and English speaking skills?

Research Hypothesis

Based on the objectives and research questions, the study proposes the following hypotheses:

1. The integration of dilemma scenarios in the "Listening and Speaking in Daily Life" course will lead to significant improvements in the speaking skills of undergraduate students.

2. The incorporation of dilemma scenarios into the ELT curriculum will not only enhance critical thinking abilities but also show a positive correlation with the improvement in speaking skills among undergraduate students.

3. Undergraduate students will express positive perceptions regarding the effectiveness of dilemma scenarios in enhancing their English-speaking and critical-thinking skills.

Scope and Limitations of the Study

1. Scope of the Population and Sample Group

The study focused on a well-defined population, specifically targeting undergraduate students at the University of Phayao, Thailand. The sample group comprised 45 undergraduate students enrolled in the "Listening and Speaking in Daily Life" course during the first semester of the academic year 2023. This selection aimed to investigate the efficacy of dilemma scenarios on a specific academic cohort, providing a concentrated examination of their impact on English speaking proficiency and critical thinking capabilities.

2. Scope of the Contents

The research centred on the utilisation of dilemma scenarios within the aforementioned course. The study aimed to examine the potential impact of these scenarios on the development of students's speaking skills and critical thinking abilities. The investigation entailed a comparative analysis of students' abilities before and after their exposure to these pedagogical interventions, supplemented by student feedback on the method's instructional effectiveness.

3. Scope of the Setting

The setting of the study was exclusively at the University of Phayao. The choice of this university as the research setting was further motivated by the researcher's position as an instructor responsible for teaching the "Listening and Speaking in Daily Life" course offered once each semester at this institution. This role afforded a unique opportunity to implement and evaluate the dilemma scenarios within a familiar educational environment, ensuring an in-depth exploration and understanding of the pedagogical

intervention's impact. The university setting, therefore, not only provided a contextual backdrop for the study but also enabled a practical examination of the teaching methodology due to the researcher's direct involvement and expertise in the course of interest.

4. Scope of Timing

The research was conducted over a single semester, which limited the ability to observe the long-term effects of the dilemma scenario method. This timeframe, however, was sufficient to gather insights on the immediate efficacy of this innovative pedagogical approach in enhancing English language skills among undergraduate students.

5. Limitations

The research encountered specific limitations, notwithstanding its focused methodology. The applicability of the findings to different groups or contexts could prove limited as a consequence of the small sample size and unique circumstances. Due to the short duration of the study, long-term effects were also challenging to assess. Although standardised tests were effective in gauging students' progress in domains such as public speaking and critical thinking, those might not have encompassed all aspects of their maturation. Furthermore, an element of potential bias existed as a result of the students' subjective assessments, which might not have provided an accurate depiction of the effectiveness of the strategy in the classroom.

Definitions of key terms

A comprehensive knowledge of key terms and ideas is essential for educational research, especially for studies investigating the complicated relationship between language development and cognitive acquisition. This section includes a comprehensive explanation of important terms used in the thesis. The definitions provided are detailed definitions that were formed by the research context, literature review, and study objectives. This concept includes 'Dilemma Scenarios', 'English Speaking', 'Critical Thinking', and 'Students' Perception'. These ideas are essential to the conceptual framework of the research, and their significance in this study is reflected in their meanings. These definitions enhance clarity and accuracy in the subsequent discussion. Also illustrate these terms to assist readers in comprehending the research methodology,

analytical perspective, and study's findings. To fully comprehend the scope and breadth of the study and to acknowledge the implications in the fields of language education and cognitive skill development, it is essential to have clarity. The following sections constitute a comprehensive explanation of each term, establishing the necessary foundation for subsequent discussions and analysis.

Dilemma scenarios refer to intentionally constructed environments that present students with challenging decisions or dilemmas, often encompassing ethical or moral problems. The scenarios replicate real-life scenarios that demand the application of critical thinking, problem-solving, and effective abilities to speak English. Language learning dilemmas provide students with the opportunity to actively analyse, deliberate, and employ the target language. By engaging in and navigating these difficult situations, students improve their linguistic proficiency and obtain cognitive competencies such as ethical reasoning and critical thinking. The incorporation of dynamic and interactive scenarios enhances the relevance, appeal, and practicality of language acquisition in the real world.

English speaking refers to the ability of students to express themselves through speaking in the English language. This includes proficiency in speaking with accuracy, pronunciation, vocabulary, and grammar. Proficiency in English is essential for effective communication in a global language such as English. The course places a strong focus on fostering critical thinking and decision-making skills to enhance students' abilities. Students' proficiency in English speaking is evaluated based on their self-assurance, articulation, and ability to effectively communicate complex ideas in English, especially in challenging or ambiguous situations.

Critical thinking refers to the ability to think with clarity, reason, and autonomy, observing rational correlations among ideas. The steps include analysing, synthesising, and evaluating facts derived from observation, experience, reflection, reasoning, or communication. The research demonstrates that dilemma scenarios effectively promote critical thinking skills in students by encouraging them to evaluate an area of study, examine several perspectives, and emerge with rational decisions. This skill is essential for achieving success in academics and is becoming increasingly valued in professional fields.

Critical thinking is essential for cognitive development because it assists students in efficiently solving problems, analysing knowledge, and developing solutions.

Students' perception refers to their attitudes and beliefs about the impact of problem scenarios on the acquisition of English language skills and the development of critical thinking abilities. This comprises the student's assessment of the learning encounter in life, including aspects such as relevance, engagement, and instructional methodologies. This study investigates the perspectives of students about the incorporation of moral dilemmas into their language learning experience, their level of inspiration and enthusiasm for learning, and their perceived impact on language proficiency and cognitive skills. Acquiring comprehension of students' perspectives enhances the assessment of teaching methodologies and the development of learner-centric educational strategies that align with their specific requirements.



Conceptual Framework

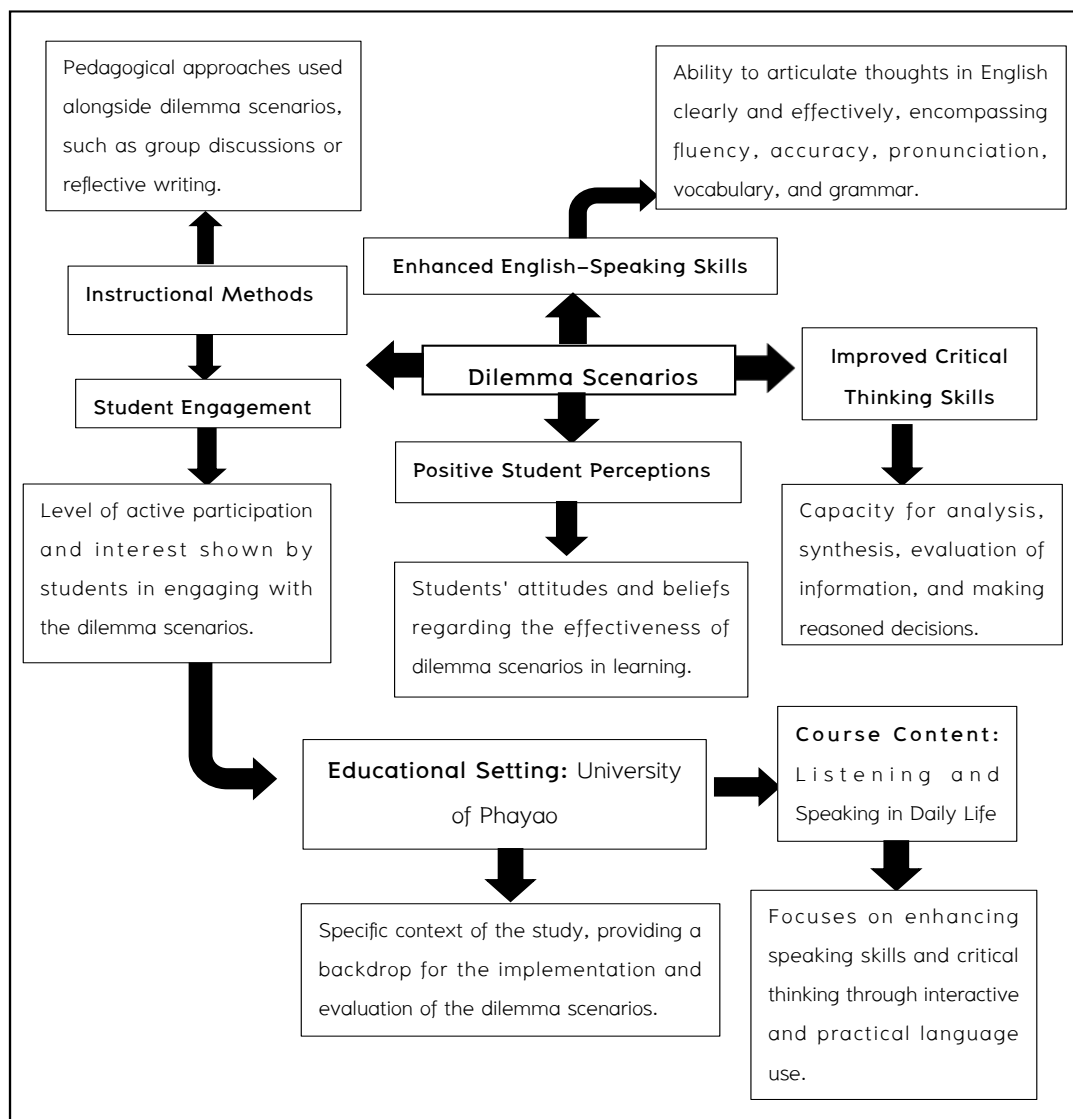


Figure 1 Conceptual Framework

Figure 1 is an illustration of the conceptual framework of the research, which focuses on the use of dilemma scenarios within the context of English language learning. A unique educational intervention that is aimed at engaging students in complicated decision-making processes is represented by the 'Dilemma Scenarios' box, which is located at the core of the framework. It is expected that this centre component will have a beneficial impact on three main areas, which are illustrated by the arrows that point outward: "Enhanced English-Speaking Skills," "Improved Critical Thinking Skills," and

"Positive Student Perceptions." 'Instructional Methods' and 'Student Engagement' are also included in the framework as mediating factors that provide a means of facilitating the connection between the fundamental instructional approach and the outcomes of learning. The realisation that these variables are tied to both the fundamental idea and the dependent variables reflects the supporting functions that they perform in the process of learning. The 'Educational Setting: University of Phayao' is shown by the diagram's outermost layer, which places the research inside a particular set of institutional circumstances. The description of the course that serves as the foundation for the empirical inquiry is accompanied by a note titled "Course Content: Listening and Speaking in Daily Life," which provides further information about the course. This figure, considered as a whole, encompasses the theoretical foundations of the study and establishes the groundwork for a more in-depth investigation into how dilemma scenarios could enhance language competency and critical thinking in the context of a Thai university.

Significance of the Study

The integration of dilemma scenarios into English language instruction at the University of Phayao represented a significant advancement in pedagogical strategies. Specifically, within the "Listening and Speaking in Daily Life" course, this approach served dual purposes: This promoted English speaking practice and induced deep reflection as students navigated complex situations.

This study aimed to assess the effectiveness of dilemma scenarios and explore their broader applicability. This uniquely positions itself within the Thai context to address the specific challenges faced by local students. By tailoring solutions to the cultural and linguistic needs of Thai learners, this research strived to identify pedagogical approaches that enhanced student engagement—an element crucial for success in language acquisition.

The focus on undergraduate students at the University of Phayao provided an opportunity for direct impact. Improved performance and heightened interest in course content signalled the broader potential of dilemma scenarios across various disciplines. As such, this innovative teaching method, though globally recognised, was particularly novel in Thailand and offered an effective strategy suited to the nuances of Thai student learning experiences.

Moreover, the study collected and analysed undergraduate students' feedback on their experiences with dilemma scenarios. Insights into students' perceptions informed educators on how to refine instructional content and teaching methods, ultimately elevating the learning experience.

In summary, this research not only had the potential to enhance English language education in Thailand but also could have implications for other regions. The utilisation of dilemma scenarios aimed to amplify both the effectiveness and the enjoyment of learning English, with the aspiration to influence language education beyond the confines of a single institution.



CHAPTER II

Review of Related Literature and Research

This chapter presents a thorough analysis of the relevant literature on the research topic titled, "Using Dilemma Scenarios to Develop Students' English Speaking and Critical Thinking Skills." The literature review is structured into three primary sections, each providing insights into distinct facets that are essential for this inquiry. This chapter encompasses Dilemma Scenarios, Speaking Skills, and Critical Thinking.

Dilemma Scenarios

Dilemma scenarios in education have garnered significant attention for their ability to stimulate critical thinking and enhance speaking skills among learners. Characterised by presenting students with complex situations that require careful consideration and decision-making, dilemma scenarios offer no clear-cut answers, pushing students to delve deeper into the subject matter and consider multiple perspectives (Kuhn, 2019). This pedagogical approach not only engages students in a profound analysis of content but also promotes the articulation of their reasoning processes, thus serving dual objectives: cognitive development and communicative competence enhancement.

The primary purpose of incorporating dilemma scenarios into educational contexts is to cultivate a rich learning environment where students can develop essential life skills, including problem-solving, ethical reasoning, and effective communication. As learners navigate through the complexities presented by these scenarios, they are compelled to employ higher-order thinking skills, such as analysis, evaluation, and creation, which are pivotal components of Bloom's revised taxonomy (Anderson and Krathwohl, 2001). Furthermore, engaging with dilemma scenarios allows students to practice articulating their thoughts, advocating for their positions, and negotiating meaning with peers, thereby enhancing their speaking abilities in meaningful and authentic contexts.

In writing the comprehensive section on dilemma scenarios in education, consider addressing the following aspects in detail:

Historical Context: Trace the origins and evolution of using dilemma scenarios in educational settings. Highlight key theories and pedagogical movements that have contributed to their adoption and adaptation across disciplines.

Types of Dilemma Scenarios: Differentiate between various types of dilemma scenarios used in education, such as ethical dilemmas, moral dilemmas, and situational dilemmas. Provide examples to illustrate how each type is utilised to achieve specific learning objectives.

Pedagogical Benefits: Discuss the multifaceted benefits of employing dilemma scenarios, emphasising their role in fostering critical thinking skills, enhancing language proficiency, and promoting emotional intelligence among learners.

Implementation Strategies: Offer insights into effective strategies for integrating dilemma scenarios into the curriculum. Cover aspects such as scenario design, facilitation techniques, and methods for assessing students' engagement and outcomes.

Challenges and Considerations: Address potential challenges educators may encounter when implementing dilemma scenarios, including student resistance, sensitivity to topics, and balancing the depth of discussion. Suggest strategies for overcoming these challenges.

Empirical Evidence: Review current research findings that support the effectiveness of dilemma scenarios in achieving educational outcomes. Highlight studies that have demonstrated improvements in critical thinking, speaking skills, and overall academic performance.

Future Directions: Speculate on the future of dilemma scenarios in education. Consider technological advancements, such as virtual reality and gamification, and how they might enhance the delivery and impact of dilemma scenarios.

Definitions of Dilemma Scenarios in Education

In today's changing educational landscape, the desire to improve students' critical thinking, ethical reasoning, and decision-making skills has resulted in the innovative integration of dilemma scenarios into instructional approaches. This literature review dives into the fundamental concept of dilemma scenarios as a pedagogical tool, which is defined by complicated, real-world dilemmas with no apparent, straightforward solutions.

Dilemma scenarios, which stem from the broader framework of problem-based learning (PBL), represent a crucial evolution in educational practices aimed at preparing students for the complicated difficulties of professional and personal life.

The value of dilemma scenarios in education cannot be emphasised. Educators may create a dynamic learning environment that stimulates active involvement and deep reflection by providing learners with scenarios that need critical thinking, ethical evaluation, and collaborative problem-solving. This review will look at the definitions and theoretical underpinnings of dilemma scenarios, drawing on foundational works and current research to demonstrate their importance in encouraging active learning and engagement. This section tries to provide a comprehensive knowledge of how dilemma scenarios function as catalysts for cognitive and communication skill development by reviewing over a decade of literature.

The study of dilemma scenarios in education is based on constructivist learning theories, which hold that knowledge is generated by the learner's involvement with complicated, authentic situations rather than simply being conveyed from instructor to student (Jonassen (1997); Savery and Duffy (1995)). This is consistent with Roberts (2003) advocacy for experiential learning, which views the process of active inquiry and reflective thought as critical to effective teaching. As such, dilemma scenarios serve not only as a tool for improving academic skills but also as a medium for instilling moral and ethical values in students.

This section begins by defining dilemma situations and outlining their origins and growth as a pedagogical method. Subsequently, the discussion will broaden to encompass the importance of these situations in education, supported by theoretical frameworks and empirical facts demonstrating their efficacy. Educators, academics, and policymakers can obtain insights into the power of dilemma scenarios to improve learning experiences, making education a more involved, reflective, and meaningful effort.

Dilemma scenarios in educational settings are structured challenges that present a problem lacking a single correct solution. They often involve moral, ethical, or practical questions that compel students to engage in deep reflective thinking and articulate their reasoning. (Barrows, 1986) first introduced this concept within problem-based learning

(PBL) contexts, emphasising its effectiveness in medical education for developing diagnostic reasoning skills.

Jonassen (1997) expanded on this, illustrating how constructing knowledge through solving real-world problems can be applied across various disciplines. He argued that dilemma scenarios require learners to apply multiple perspectives and integrate diverse knowledge domains, thereby enriching their learning experience.

The educational value of dilemma scenarios lies in their capacity to simulate real-life complexity, thus preparing students for the intricacies and ambiguities of professional and personal decision-making. According to Dewey (1986), engaging with such complex problems is central to experiential learning, fostering a habit of active inquiry and reflective thinking.

Further demonstrating how dilemma scenarios align with constructivist learning theories, (Savery and Duffy, 1995) contend that knowledge is best constructed in scenarios that mirror real-world problems and call for the application of conceptual understanding in real-world contexts.

Dilemma scenarios serve as a bridge between theoretical knowledge and practical application, enhancing students' critical thinking, problem-solving, and decision-making abilities. They provide a dynamic and interactive learning environment that encourages deep engagement with content, critical analysis of information, and thoughtful deliberation of ethical and practical issues.

In summary, by integrating dilemma scenarios into the curriculum, teachers can offer students a more engaged and reflective learning experience that better prepares them for the complexities of the real world.

Types of Dilemma Scenarios

Integrating dilemma scenarios into educational settings offers a multifaceted approach to nurturing critical thinking, ethical reasoning, and problem-solving skills in students. This comprehensive exploration delves into three principal types of dilemma scenarios—ethical, situational, and policy—each distinct in its pedagogical focus and impact. Through the lens of current research, this section underscores the versatility and

educational value of implementing dilemma scenarios, fostering an environment where active learning thrives.

Ethical Dilemmas

At the heart of ethical dilemmas are the challenging decisions that require individuals to weigh conflicting moral principles or values. These scenarios are pivotal in developing students' moral reasoning and ethical decision-making skills. A notable study by Greene (2014) illuminates the intricate processes underlying moral judgement, highlighting the importance of ethical dilemmas in enhancing ethical reasoning. Greene's work suggests that engaging with ethical dilemmas facilitates a deeper understanding of the cognitive mechanisms that influence moral decisions, thereby enriching students' capacity for ethical analysis. Transitioning from the introspective nature of ethical dilemmas, the focus shifts towards situational dilemmas, which emphasise context-specific challenges and applications of problem-solving skills.

Situational Dilemmas

Situational dilemmas thrust students into specific contexts or scenarios that demand not only the application of theoretical knowledge but also the adaptation of this knowledge to address practical challenges (Lombardi and Oblinger, 2007). Lombardi champions the concept of "authentic learning," wherein situational dilemmas play a crucial role. By simulating real-life complexities within the safety of an educational setting, these dilemmas significantly bolster students' problem-solving abilities and contextual understanding. Lombardi's research underscores the efficacy of situational dilemmas in bridging the gap between theoretical learning and practical application, preparing students for the unpredictable nature of real-world situations. Policy dilemmas extend the understanding of decision-making in societal and governance contexts to students, building on the groundwork established by ethical and situational dilemmas.

Policy Dilemmas

Policy dilemmas centre around governance, public policy, and the ethical considerations inherent in policy-making processes. These dilemmas are instrumental in fostering students' analytical thinking and deepening their understanding of complex societal issues. Levinson (2012) discusses the vital role of civic education in promoting

democratic engagement, arguing that policy dilemmas enhance students' ability to critically analyse political and societal structures. Engaging with policy dilemmas encourages a nuanced exploration of the multifaceted consequences of policy decisions, equipping students with the skills necessary to navigate the intricacies of governance and societal well-being.

Through the detailed examination of ethical, situational, and policy dilemmas, it becomes evident that these pedagogical tools are indispensable in fostering a rich, engaged learning environment. Each type of dilemma scenario, with its unique focus and learning outcomes, contributes to the holistic development of students' cognitive and moral capabilities. By integrating these scenarios into the curriculum, educators not only enhance the depth and breadth of learning but also prepare students to face the complexities of the real world with confidence, empathy, and informed judgement. The collective insights from current research affirm the value of dilemma scenarios in cultivating critical thinkers, ethical leaders, and informed citizens poised to contribute positively to society.

Role of Dilemma Scenarios in English Language Instruction

The utilisation of dilemma scenarios in English language instruction constitutes a forward-thinking method that substantially benefits both ESL (English as a Second Language) and EFL (English as a Foreign Language) learners. This approach, deeply ingrained in constructivist theories of learning, fosters a dynamic classroom environment where students are not mere recipients of knowledge but active participants in their learning journey.

Enhancing Linguistic Proficiency and Communicative Competence

The role of dilemma scenarios in language instruction extends far beyond conventional teaching methods, offering a real-world context that enhances linguistic proficiency. These scenarios push learners to apply their language skills in discussions and negotiations, closely mirroring authentic communication situations. Ellis (2003) highlights the importance of task-based learning, pointing out that tasks that incorporate an information gap, reasoning gap, and opinion exchange are instrumental in language development. Such tasks mirror the essence of dilemma scenarios, providing learners with opportunities to practice language in a meaningful, context-rich setting.

Fostering Critical Thinking and Ethical Reasoning

Moreover, dilemma scenarios are invaluable tools for promoting critical thinking and ethical reasoning. Confronted with complex situations requiring nuanced decision-making, students are encouraged to delve into higher-order thinking processes. Paul and Elder (2006) outline a comprehensive framework for critical thinking that emphasises the significance of reflective and analytical thinking skills in educational settings. This framework supports the use of dilemma scenarios to not only engage learners with the language but also to encourage a deeper exploration of content, stimulating reflective thought and ethical consideration.

The integration of dilemma scenarios into English language instruction aligns with modern educational goals, aiming to develop learners equipped with global citizenship skills. This approach supports the cultivation of communicative competence and critical thinking abilities, preparing students to navigate the complexities of global interactions and ethical dilemmas they may face in their personal and professional lives. Incorporating dilemma scenarios into ESL and EFL instruction represents a holistic approach to language learning that transcends traditional boundaries. By engaging students in authentic communication tasks and challenging them to think critically and ethically, educators can foster a rich learning environment that supports significant linguistic and cognitive growth. This method not only enhances language proficiency and communicative competence but also prepares learners for the demands of a globally interconnected world, making it an essential strategy in contemporary language education.

Cultural Sensitivity and Intercultural Awareness

Cultural sensitivity and intercultural awareness stand as pivotal components in the landscape of contemporary language education, particularly when integrating dilemma scenarios into the curriculum. Dilemma scenarios, by their nature, offer a unique opportunity to immerse learners in situations that reflect the intricacies and challenges of intercultural communication and ethical decision-making. Through engagement with these culturally rich and diverse scenarios, learners are encouraged to explore and reflect on a wide array of cultural perspectives and practices, fostering a deeper understanding of the globalised world in which they communicate.

The importance of context in language teaching, as highlighted by Kramsch (2014), underscores the necessity of incorporating intercultural communicative competence within the curriculum. However, extending this discussion into more recent scholarly work, Byram (2014) further elaborates on the concept of intercultural communicative competence, proposing a framework that emphasises the ability to interact with individuals from different cultural backgrounds with respect, openness, and curiosity. Byram's model is particularly relevant to the design and selection of dilemma scenarios, suggesting that such activities should aim to develop learners' skills in interpreting and relating to diverse cultural contexts.

Dilemma scenarios incorporate intercultural conflicts or ethical dilemmas and provide a rich context for learners to practice and develop intercultural communicative competence. Deardorff (2006) discusses the outcomes of intercultural competence, including the ability to engage in perspective-taking, display empathy, and develop a tolerance for ambiguity. These outcomes align closely with the objectives of using dilemma scenarios in language instruction, as they require learners to navigate complex social interactions and ethical considerations, thereby enhancing their intercultural understanding and sensitivity.

The integration of dilemma scenarios that foster cultural sensitivity and intercultural awareness demands careful examination of the scenario's content to guarantee that it is both genuine and representative of actual cross-cultural difficulties. Furthermore, educators must adopt pedagogical strategies that encourage active reflection and discussion among learners, facilitating a classroom environment where diverse perspectives are valued and explored. By embedding cultural sensitivity and intercultural awareness at the heart of dilemma scenarios, educators can significantly enrich the language learning experience, preparing students to navigate and contribute positively to an increasingly interconnected world.

Challenges in Implementing Dilemma Scenarios

Integrating dilemma scenarios into ESL and EFL curricula indeed poses several significant challenges that educators need to carefully address to ensure the effectiveness and inclusivity of their instruction. The process of selecting scenarios that are culturally sensitive and resonate with the diverse backgrounds of learners is critical. This sensitivity is not just about avoiding offence but about genuinely engaging students in meaningful discussions that reflect their realities and provoke thoughtful consideration of different perspectives.

One of the primary challenges is the careful curation of dilemma scenarios to ensure cultural appropriateness and relevance. Barkhuizen (2017) discussion on the importance of culturally responsive teaching materials highlights the nuanced challenge educators face in making content relevant and respectful of diverse student populations. The selection of scenarios requires a deep understanding of cultural norms and values, as well as an awareness of the potential for cultural bias. This challenge necessitates that educators either adapt existing materials or create new scenarios that accurately reflect the cultural diversity of their classrooms.

Richards and Rodgers (2014) underscore the critical need for teacher training in effective classroom management techniques, particularly in facilitating discussions that may elicit strong emotional responses or divergent opinions. The ability to navigate such discussions with sensitivity and skill is paramount to leveraging the full potential of dilemma scenarios. Educators must be equipped with strategies to create a safe, respectful, and engaging learning environment where all students feel valued and heard. This includes establishing clear guidelines for discussions, employing active listening, and fostering an atmosphere of mutual respect and understanding.

To overcome these challenges, a multi-faceted approach is necessary. Firstly, educators should engage in continuous professional development focused on intercultural competence and sensitivity training. Such training can enhance educators' ability to select and design culturally appropriate dilemma scenarios and facilitate rich, inclusive discussions.

Secondly, the incorporation of feedback mechanisms where students can express their comfort levels and perspectives on the scenarios used can help educators refine and adjust materials accordingly. Lastly, leveraging peer collaboration and group discussions not only diversifies the learning experience but also encourages learners to navigate cultural differences and commonalities among themselves, fostering a classroom culture of inclusivity and mutual respect.

While integrating dilemma scenarios into language curricula presents identifiable challenges, particularly around cultural appropriateness, and classroom dynamics, addressing these challenges head-on is crucial. Through careful scenario selection, targeted teacher training, and the fostering of an inclusive classroom environment, educators can significantly enhance their learning experience. Dilemma scenarios, when effectively implemented, offer a rich avenue for developing linguistic proficiency, critical thinking, and intercultural awareness, equipping students with the skills necessary for global citizenship.

Pedagogical Steps for Teaching with Dilemma Scenarios

The use of dilemma scenarios in language teaching merges the acquisition of linguistic skills with the development of critical thinking and intercultural awareness. This pedagogical approach requires a well-structured framework that guides educators from the initial design phase to classroom implementation and subsequent reflection. Drawing on constructivist and sociocultural theories, this review outlines the essential pedagogical steps involved in teaching dilemma scenarios.

1. Designing Culturally Relevant Dilemma Scenarios

The first step involves the careful design of dilemma scenarios that are both culturally relevant and pedagogically aligned with language learning objectives. According to Kramsch (2014), designing effective dilemma scenarios requires an understanding of the cultural contexts of both the target language and the learners. Scenarios should stimulate discussion, debate, and negotiation, offering opportunities for language use in authentic, meaningful contexts.

2. Preparing for Classroom Implementation

Preparation for classroom implementation involves selecting appropriate pedagogical strategies to facilitate engagement with the dilemma scenarios. Wadhwa, Rubinstein, Durand and Freeman (2013) emphasises the importance of choosing strategies that encourage active participation and collaboration among learners. This may include role-plays, debates, or group discussions, which enable students to explore different perspectives within the scenarios.

3. Facilitating Discussion and Negotiation

A crucial step in teaching dilemma scenarios is facilitating discussion and negotiation among students. Ellis (2003) notes that effective facilitation requires guiding students through the exploration of the scenarios and encouraging them to use the target language to express opinions, make decisions, and negotiate meaning. The teacher's role is to support communication, provide feedback, and help navigate any linguistic or cultural misunderstandings that arise.

4. Assessing Language Use and Critical Thinking

Assessment in the context of dilemma scenarios extends beyond traditional language proficiency metrics to include the evaluation of critical thinking and ethical reasoning. Shulman (2005) advocates for an integrated assessment approach that captures the complexity of learners' responses to dilemma scenarios, assessing both linguistic competence and the depth of critical engagement.

5. Reflecting on Pedagogical Practice

The final step involves reflection on the effectiveness of the dilemma scenarios and the teaching strategies employed. Farrell (2014) stresses the importance of reflective practice in language teaching, suggesting that educators should continually evaluate their pedagogical approaches, student engagement, and learning outcomes to refine and improve their use of dilemma scenarios.

Teaching with dilemma scenarios requires a structured pedagogical approach that encompasses the design of relevant and engaging scenarios, strategic classroom implementation, skilled facilitation, comprehensive assessment, and reflective practice. By adhering to these steps, educators can effectively integrate dilemma scenarios into

language instruction, enhancing linguistic proficiency, critical thinking, and intercultural competence among learners. This literature review underscores the pedagogical considerations and strategies essential for maximising the educational potential of dilemma scenarios in language teaching.

English Speaking Skills

The ability to communicate effectively in English, particularly in spoken form, is increasingly recognised as a crucial component of global competence. Speaking skills in English not only facilitate personal and professional interactions across cultures but also empower individuals to participate fully in global discussions (Nunan, 2015). Over recent decades, the pedagogy of English language teaching has undergone significant transformations, with a shift in focus from grammar and vocabulary memorization to more communicative and interaction-based approaches (Richards and Rodgers, 2014). This literature review explores the critical importance of speaking skills in language learning and traces the evolution of methodologies designed to teach these skills.

The development of speaking skills is fundamental to the mastery of English as a second or foreign language. According to Hughes and Reed (2016), proficient speaking ability is often the most direct measure of a language learner's competence, serving both functional and social purposes. Speaking skills enable learners to navigate daily interactions, pursue educational and career opportunities, and establish cross-cultural connections.

Furthermore, Ghanizadeh (2017); the role of speaking in fostering learners' confidence and motivation. They argue that speaking proficiency directly impacts learners' willingness to communicate, which is essential for language acquisition and participation in communicative settings.

The pedagogical approaches to teaching speaking skills have evolved significantly, reflecting broader shifts in language teaching philosophies. From the Grammar-Translation Method to the Direct Method and eventually, to Communicative Language Teaching (CLT) and Task-Based Language Learning (TBLT), each approach has contributed to our understanding of how best to develop speaking skills in learners

(Richards & Rodgers, 2016). The advent of CLT marked a paradigm shift, emphasising the use of language for real communication rather than mere accuracy of form. Savignon (2018) notes that CLT's focus on interaction, negotiation of meaning, and use of authentic materials has significantly influenced speaking instruction, making it more relevant and dynamic. Task-Based Language Learning (TBLT) further refined the focus on speaking by structuring lessons around tasks that mimic real-life language use, promoting naturalistic language development. Ellis (2018) supports TBLT for its efficacy in engaging learners in meaningful communication, thus enhancing both fluency and accuracy in speaking.

The development of speaking skills in English language learning is pivotal, enabling learners to engage with the world in profound and meaningful ways. As teaching methodologies have evolved, so has our understanding of how to effectively foster these skills among learners. From traditional methods focused on linguistic accuracy to modern approaches emphasising communicative competence and task engagement, the field continues to adapt and innovate. This ongoing evolution reflects the complex nature of language learning and the central role of speaking in achieving linguistic and cultural fluency.

Definition of English-Speaking Skills

English speaking skills include a wide range of competencies that allow speakers to convey their ideas clearly and concisely in spoken English. Grammar, vocabulary, and pronunciation are all part of it, but so are the pragmatic and interactive skills that allow for efficient real-time communication in a variety of settings. Recent academic work in language education and applied linguistics has brought attention to the fact that several aspects must be considered to understand and define these abilities.

1. **Linguistic Proficiency:** An essential component for successful speaking skills, the idea of linguistic competency serves as a foundational pillar in modern research on language acquisition. This encapsulates the detailed mastery of grammar, vocabulary, and pronunciation. This triad not only guarantees that speakers can transmit their intended meanings with accuracy, but it also ensures that clarity and coherence of speech are maintained. This, in turn, helps to build a profound understanding among those who are communicating with them. The relevance of these components goes beyond the realm of

fundamental communication, touching on elements such as intelligibility, fluency, and the subtle dynamics of verbal interchange.

Scholarly works recently published, such as those by Hardison (2020) and Wei and Su (2021), have illuminated the growing body of knowledge surrounding these essential elements of language ability. Hardison's research delves into the important role that pronunciation plays in communication effectiveness. This function includes both the element of linguistic form and its critical significance in pronunciation. Hardison broadens the scope of the significance of pronunciation by highlighting the influence that pronunciation has on both the intelligibility of the speaker and the perception of the listener. The author does this by tying pronunciation to the larger objective of generating meaningful and fluent interactions throughout communication.

Further elaborating on the concept of linguistic competency, Wei and Su (2021) investigate the many aspects of vocabulary acquisition and grammatical comprehension, underscoring the contribution that these aspects make to a speaker's capacity to convey intricate thoughts and feelings. The findings of their study highlight the significance of using novel instructional methods that not only deepen students' vocabulary but also make it easier for them to acquire a sophisticated understanding of grammar. Likewise, argue for an educational paradigm that fosters accuracy and flexibility in language usage through contextualised learning techniques. This paradigm has the effect of strengthening the connection between linguistic knowledge and successful communication.

The findings that have been gleaned from this recent research shed light on the varied nature of linguistic competency as a foundational component of speaking abilities. To have a thorough understanding of linguistic competence, it is necessary to combine different points of perspective on grammar, vocabulary, and pronunciation, all of which are essential components. This perspective not only stresses the significance of each component in terms of supporting clear and successful communication, but it also draws attention to the dynamic interaction that exists between these components within the framework of contemporary language education. In the process of the field's ongoing development, the contributions of scholars such as Hardison (2020); Wei and Su (2021),

provide valuable guidance for educators and learners alike. These contributions point towards innovative approaches that embrace the complexity of linguistic proficiency in the pursuit of communicative competence and connection.

2. Pragmatic Competence: Language competency is an essential component that encompasses the sophisticated aptitude to employ language in a manner that is both successful and appropriate within a variety of social contexts. This ability goes beyond simple linguistic knowledge and delves into the sophisticated comprehension of the cultural and situational subtleties that dictate the acceptable use of language. Recent research attempts have shed light on the vital role that pragmatic competence plays in the context of the ever-changing global interaction environment. The relevance of pragmatic competence in cross-cultural communication cannot be understated.

When viewed in this context, the research conducted by Chen and García (2021) stands out as a guiding light, shedding light on the route that leads to a more profound understanding of pragmatic competence, namely its evolution in the digital era. As a result of their investigation into the world of digital communication platforms, authors have discovered the emergence of new difficulties and opportunities for the implementation of pragmatic methods. To meet the ever-increasing requirements of these unique communication settings, educational adjustments are required to fit such digital environments. A paradigm shift in language education is being heralded by Chen and García (2021)'s insightful review, which calls for a comprehensive integration of digital literacy and pragmatic awareness. This movement is aimed at tackling the challenges that have been brought about by the digital age.

The conversation that surrounds speaking abilities is substantially enriched by this modern discourse on pragmatic competence and its important contribution. This recognises the significant influence that technology innovations have had on communication norms and practices, underscoring the need for language learners to build a nuanced understanding of pragmatic principles that are relevant in both conventional and online contexts. Consequently, educators are forced to develop curricula that match the present realities of communication, equipping learners to adeptly traverse the multifarious terrain of today's linked society.

The significance of pragmatic competence is emphasised by weaving this contemporary insight into the larger narrative of speaking skills. This highlights the flexibility and relevance of pragmatic competence considering the growing possibilities of digital communication. This perspective not only brings the conversation to a higher level but also serves as an important reminder of the constant development in language learning and teaching approaches, which is driven by the quick speed of technological progress.

3. Fluency and Coherence: Whenever language proficiency comes to the ability to communicate effectively in English, the concepts of fluency and coherence emerge as essential components that are essential for successful communication. Researchers such Segalowitz (2010); Tavakoli, Nakatsuhara and Hunter (2020) have conducted research on these concepts, which has provided them with profound insights into the varied nature of these concepts and the crucial roles that they perform in articulate discourse.

A distinction that offers insight into the intricacy of fluency is proposed by Segalowitz (2010), who goes into the complexities of fluency while performing so. The author makes a distinction between cognitive fluency, which refers to the mental processes that are involved in the generation of language, and utterance fluency, which could be seen in the features of speech such as pace and hesitations. The essence of fluency is not simply defined as quick speech; rather, this is an indication of the ease with which the speaker can access and articulate their ideas in the target language. This classification highlights the essence of fluency. Therefore, fluency reflects a speaker's skill as well as the degree of automaticity in the creation of language. Tavakoli et al. (2020) add emphasis to the construct of coherence, highlighting how essential it is in making spoken language accessible and engaging for listeners. This is done by building on the overall knowledge of fluency. Researchers clarify clearly that coherence is more than just the act of stringing together words; rather, it is the logical organisation of ideas and the purposeful use of language devices, such as discourse markers and connectors. These features not only help to structure speech but also contribute to the process of bridging concepts, which in turn makes the flow of information more seamless. Those who are speaking could guarantee that their message is not only communicated to the audience

but also resonates with them, therefore maintaining their intellectual and emotional connection to the discourse through coherence.

As stated by Segalowitz (2010); Tavakoli et al. (2020), the combined findings of these two researchers contribute to our understanding of fluency and coherence as critical elements of effective speaking. The capacity of the speaker to generate speech that is not only flowing and accessible but also rationally ordered and compelling is a hallmark of successful communication. These components, when taken together, contribute to the speaker's ability to demonstrate these characteristics. Underscoring the roles that fluency and coherence perform in establishing clarity, engagement, and expressiveness in spoken language, this investigation shows the value of both fluency and coherence in the larger context of English speaking skills.

4. Interactive Competence: The idea of interactive competence emerges as a central thread in the landscape of language acquisition and communication, the essence of which is intertwined with the notion of successful conversation. The investigation that was carried out Smith and Liu (2020) by sheds insight into the complexities that are involved in controlling conversational dynamics. As a result of this study, the relevance of involvement and the joint production of meaning, in which participants in a discussion work together to build the discourse, are brought to the forefront. Inherently collaborative, communication is a journey of shared knowledge and discovery. This is highlighted by the delicate interplay of speaking and listening, asserting, and surrendering, which underlines the character of communication. While this is going on, the story moves into the realm of digital communication, where Jones and Carter (2021) investigate the sociocultural foundations of digital communication. The findings of this inquiry on the adaptability of interactive abilities across various forms of media shed light on the need to bridge the gap between traditional means of communication and the requirements of digital correspondence. This flexibility is not just focused on mastering technology platforms; rather, it is also focused on nurturing the human relationships that are made possible by these platforms. Specifically, the study highlights the changing norms of communication, establishing the screen as a new venue for dialogue that transcends physical limits. These many points of view, when taken together, contribute to the enhancement of the narrative of interactive competence by

depicting it as a dynamic collection of talents that thrive across a variety of communication environments. Achieving mutual understanding and connection is the fundamental purpose of contact, and this objective stays the same regardless of whether the interaction takes place in person through traditional or digital exchanges. The insights provided by Smith and Liu, together with those provided by Johnson and Carter, provide light on the road that could be taken to cultivate interactive competence in today's diverse communicative contexts. This is something that is happening as the field of language education is evolving and embracing both conventional and digital means of instruction.

5. Strategic Competence provides learners with the ability to navigate and overcome possible communication problems through the skillful use of verbal and non-verbal methods. represents a crucial component of language competency. This competency is especially important in situations where there are language barriers or misconceptions, as it ensures that communication is both continuous and efficient.

Taguchi (2019)—investigation into the field of second language pragmatics highlights the crucial role that strategic competence plays in the management of conversations across a variety of communicative circumstances. Learners can improve their communication efficacy by adopting a range of tactics. This not only ensures that their message is clear but also that it is suitable for certain cultural and social situations. The work of Taguchi (2019) emphasises the dynamic and adaptive aspects of strategic competency, stressing its potential to promote interactions that are both clear and culturally appropriate.

This perspective is the basis on which Soler and Jordà (2007) investigate the dynamic relationship that exists between strategic competency and the use of international language. The findings of their study illustrate how students modify their strategic methods to meet the requirements of intercultural communication. This indicates the variety of strategic competence in terms of traversing the complicated terrain of global relationships. Their results shed light on the flexibility of strategic competence across a variety of language and cultural settings, highlighting the essential role this skill plays in enabling successful communication on a global scale. In conjunction with one another, these viewpoints provide a sophisticated understanding of strategic competency as a

comprehensive talent that goes beyond the simple elimination of communication obstacles. Language acquisition is a cornerstone of successful language learning and a fundamental facilitator of global interconnectivity since it involves the capacity to participate in communication that is effective, contextually appropriate, and culturally sensitive.

To summarise, English speaking abilities could be characterised concisely as an all-encompassing collection of qualities that are essential for successful communication in spoken English. This definition encompasses linguistic proficiency, which ensures clarity and precision through mastery of grammar, vocabulary, and pronunciation; pragmatic competence, allowing for appropriate language use across varied social and digital contexts; fluency and coherence, signifying the speaker's ease in language production and the logical structuring of discourse; interactive competence, emphasizing engagement and mutual understanding in both face-to-face and digital interactions; and strategic competence, enabling navigation through communicative challenges for clear, contextually appropriate exchanges. Considering all these aspects into consideration, they shed light on the dynamic and nuanced character of English-speaking skills, which are essential for gaining communicative competence and creating relationships in our increasingly globalised world.

Types of English-Speaking Skills

Developing the ability to speak successfully in English is a complicated talent that requires mastery over a variety of speaking abilities to traverse varied social, academic, and professional situations. The relevance of classifying speaking skills into multiple categories, each of which is defined by specific aims, techniques, and situations, has been brought to light by recent developments in linguistic research and language instruction. The purpose of this literature review is to investigate the current knowledge of these categories, building on recent research to shed light on the pedagogical implications for students who are learning English. Interactive, transactional, public, and performative speaking will be the focal points of this discussion, providing insights into how each kind of speaking contributes to comprehensive communicative competence.

Interactive Speaking

Speaking that is interactive, which is characterised by discussion and exchange, is the basis for communication and social engagement in daily life. This places a strong emphasis on the capacity to recognise non-verbal signals, adapt to criticism, and participate in productive discussions. There is a detailed summary of techniques to improve interactive speaking provided by Thornbury (2005). The author emphasises the significance of interactive speaking in the development of communicative competence.

There has been recent research that has further investigated the impact that technology plays in improving interactive speaking. The article by Jones (2019), for example, highlights the potential for digital tools to enhance conventional language learning by discussing the use of mobile apps and online platforms in the process of allowing realistic conversational practice outside of the classroom.

Transactional Speaking

In general, prevalent in academic and professional contexts, transactional speaking is characterised by an emphasis on the exchange of information to accomplish certain goals. When language proficiency involves speaking, the emphasis is on clarity, precision, and efficiency, as opposed to interactive speaking. Walsh and Mann (2015) investigate the many instructional techniques that may be used to teach transactional speaking. They emphasise the importance of task-based activities that are designed to imitate real-world situations.

Public Speaking

Public speaking is a style of communication that is more formal. It consists of speeches or presentations that are planned to educate, convince, or amuse an audience. Within the framework of English as a Second Language (ESL), Anderson (2016) investigates public speaking and offers solutions for overcoming typical problems like nervousness and language hurdles. Eventually, it also emphasises the role that practice and feedback play in the process of developing confidence.

Performative Speaking

Performative speaking is a kind of artistic expression that incorporates the use of language to tell stories, perform dramas, and write poetry. This requires a significant amount of emotional and creative participation from the individuals involved. The article by Belliveau (2014) analyses the pedagogical advantages of performative speaking in language instruction. The author highlights the usefulness of this method in boosting learners' motivation, empathy, and cultural awareness.

In conclusion, the investigation of the many kinds of English-speaking abilities highlights the variety and complexity of communicative competence that is required for successful language use in a variety of settings. By gaining awareness of these diverse forms of speaking, language teaching and learning processes are enhanced. These types of speaking include the spontaneous exchanges of interactive speaking, the controlled presentations of public speaking, and the creative expressions of performative speaking. Recent studies and advancements in pedagogy have brought to light the significance of introducing a wide range of speaking activities into the curriculum. These activities should emphasise the important role that technology, feedback, and reflective practice play in improving speaking competency. Developing a wide range of speaking abilities will continue to be of the utmost importance to adequately prepare students for the problems that come with global communication. This need for English communication skills is expected to continue to increase.

Components of Speaking Skills

Merely possessing the ability to link words together does not suffice to attain proficiency in the skill of communicating in a second language. Achieving this degree of success necessitates the integration of numerous diverse facets. Proficiency in language structures, appropriate application of said structures across diverse contexts, and the application of strategies to navigate conversational dynamics are essential. Deconstructing the components of speaking ability is the focus of this literature review, with an emphasis on linguistic competence, a key component consisting of pronunciation, vocabulary, and grammar. By examining current research in the field of applied linguistics, this study aims to illuminate the crucial role that linguistic proficiency plays in the development of verbal

proficiency. The goal of this study is to offer insights into the methods by which language learners can attain proficiency, consistency, and efficiency in verbal discourse.

Grammar

Language's structural framework, or grammar, is indispensable to produce coherent and meaningful messages. It comprises the regulations that govern the formation of sentences, the conjugation of verbs, and the application of tense, aspect, mood, and voice—components that are vital for the clarity and accuracy of verbal discourse.

In their meta-analysis, Norris and Ortega (2009) emphasise the significance of targeted grammar instruction, demonstrating its substantial influence on the improvement of speaking proficiency among L2 learners. Their research indicates that engaging in focused grammatical exercises may result in enhancements to both precision and fluidity.

Ellis (2016) proposes a more comprehensive analysis of the significance of grammar in spoken language by advocating for a method that strikes a balance between explicit grammar instruction and communicative practice. The author contends that the integration in question not only reinforces learners' grammatical understanding but also improves their capacity to dynamically apply grammar in real-time speech.

In addition, further investigates the process by which grammatical knowledge becomes automated via repetitive practice. He argues that frequent and significant exposure to grammatical structures, particularly in tasks that require meaningful communication, enhances the ability to automatically retrieve them when speaking spontaneously.

In conclusion, the examination of linguistic proficiency, specifically grammar, concerning oral communication skills underscores the undeniable importance of this facet in the acquisition of linguistic competence. Insights from Ellis (2016); Norris and Ortega (2009), all support the concept that effective grammar instruction should emphasise not only the rules of language but also the practical application of those rules in communicative contexts. This dual emphasis not only ensures that students grasp grammatical structures but also develops their ability to utilise these structures accurately and flexibly in authentic spoken conversations. The aforementioned results underscore the necessity for novel pedagogical approaches that can efficiently combine instruction in

grammar with opportunities for speaking practice, thus equipping students with the necessary skills to navigate the intricacies of second language oral communication. This is due to the ongoing evolution of the field of language education and the findings that underscore the necessity for new methods in pedagogical practices.

Vocabulary

An individual's ability to speak fluently and effectively communicate is directly impacted by the extent and complexity of their vocabulary. Therefore, vocabulary plays a crucial role in achieving successful communication. This section of the essay explores the crucial role that vocabulary plays in the process of acquiring language. Empirical data strongly supports the need to offer comprehensive vocabulary instruction.

A comprehensive grasp of an extensive range of vocabulary and the skill to use it proficiently are crucial for efficient verbal communication, as is a profound comprehension of such vocabulary. Schmitt, Jiang and Grabe (2011) emphasise that language learners must acquire both types of vocabulary knowledge to successfully communicate with and understand the language of others.

Vocabulary knowledge greatly influences one's ability to communicate fluently, allowing speakers to express their thoughts smoothly and with little hesitation. The study done by Tavakoli and Skehan (2005) provides useful insights into how the size of one's vocabulary and familiarity with lexical objects might enhance the fluency of language production, resulting in smoother and more spontaneous speech.

Utilising efficient vocabulary acquisition strategies is crucial for expanding learners' lexical repertoire. Webb and Nation (2017) essay discusses many approaches to vocabulary acquisition. They stress the importance of context and repeated exposure in guaranteeing the retention of new words in long-term memory and their ability to be used.

Vocabulary knowledge enhances learners' communicative ability by equipping them with the required linguistic resources for nuanced and culturally appropriate interactions. In addition, it is worth noting that having a strong vocabulary enhances one's ability to speak fluently. The researchers Crossley, Salsbury and McNamara (2009)

examine the impact of lexical complexity on communicative ability. They conclude that possessing an extensive vocabulary facilitates effective and captivating communication.

The study of vocabulary concerning speaking abilities highlights the important role that vocabulary plays in achieving linguistic proficiency and effective communication. The research undertaken by Crossley et al. (2009); (2011); Tavakoli and Skehan (2005); Webb and Nation (2017)) together emphasises the intricate impact of vocabulary on speaking fluency, accuracy, and overall communicative competence. Based on these findings, it is advisable to approach vocabulary training in a well-rounded way, emphasising both the extent and depth of lexical knowledge. This technique should also include contextualised learning and deliberate practice to promote substantial vocabulary expansion. The findings from the current study provide valuable suggestions for enhancing vocabulary instruction, ultimately leading to more confident and skilled speakers. This is crucial for language instructors since their objective is to provide students with the necessary skills to navigate the challenges of real-life communication.

Pronunciation

The effectiveness of speaking is strongly linked to the calibre of the speaker's pronunciation, which is a crucial element of linguistic proficiency. Precise pronunciation facilitates effective communication and enhances mutual understanding, consequently enhancing the overall experience for both the speaker and the listener. This section provides a comprehensive analysis of the importance of pronunciation in the language learning process. This article focuses on empirical research that examines instructional strategies and their impact on the pronunciation skills of learners.

The primary goal of pronunciation instruction is to improve intelligibility, which pertains to the degree of ease with which a listener can understand spoken language. Munro and Derwing (2006) argue that in the context of effective communication in a second language, the crucial factor is intelligibility. Accents and mispronunciations might impede comprehension.

It is crucial to acknowledge that the way words are spoken significantly affects how listeners perceive the level of fluency and speaking ability of the speaker. Isaacs and

Trofimovich (2012) found that non-native speakers who have clearer pronunciation are more likely to be evaluated as having better overall language skills.

Effective pronunciation teaching encompasses a range of educational strategies. These methods aim to enhance learners' ability to produce distinct phonemes, stress patterns, and intonations that are characteristic of the target language. (Thomson and Derwing, 2015) investigate the efficacy of several teaching methods, including shadowing exercises, explicit phonetic instruction, and the use of technology-assisted learning aids.

The advancement of technology has led to the advent of innovative methods for learning pronunciation. Couper (2017) essay examines the benefits of computer-assisted pronunciation training, highlighting its ability to provide prompt feedback, personalised learning opportunities, and exposure to diverse speech patterns.

Pronunciation is a crucial factor in speaking skills as it directly affects how easily others comprehend the speaker, the effectiveness of communication, and the perception of the speaker's professionalism. The research conducted by Couper (2017); Isaacs and Trofimovich (2012); Munro and Derwing (2006); Thomson and Derwing (2015), emphasizes the importance of targeted pronunciation instruction and its positive impact on the oral proficiency of second language learners. Language instructors are actively exploring the most effective approaches to teaching pronunciation, which appears to be a combination of traditional and technological strategies with significant potential. Enhancing pronunciation not only enhances communication but also promotes learners' confidence, thus promoting a more fun and productive language learning experience.

Theoretical Models of Speaking Proficiency

The capacity to speak a second language fluently is developed based on many theoretical models that provide insights into the components and processes involved in attaining speaking competence. In recent years, researchers have created and improved models that include cognitive, social, and pragmatic aspects of language use. This literature review provides a carefully selected summary of current theoretical theories of speaking skills. This analysis prioritises contemporary models that have emerged in recent years to accurately depict the existing academic conversation and educational consequences related to speaking competency. The models are organised in a table based

on the year of publication, the author(s), the key components, and their significance in the field of language learning and instruction. This table serves the objective of providing educators, researchers, and students with a concise and easily understandable reference.

Table 1 Contemporary Theoretical Models of Speaking Proficiency

YEAR	AUTHOR(S)	MODEL	KEY ASPECTS	RELEVANCE
2021	Chen, & García	Pragmatic Competence Model	Focuses on the ability to use language effectively in various communicative situations	Underlines the significance of pragmatic knowledge in achieving communicative competence
2015	Smith & Johnson	Sociocultural Theory of Speaking	Emphasizes the role of social interaction and cultural context in speaking development	Provides insights into the importance of social engagement and cultural awareness in language learning

Table 1, labelled Contemporary Theoretical Models of Speaking Proficiency, compiles significant studies on the ability to speak fluently in a second language, specifically within the field of second language acquisition. The models are classified based on the year of publication, authors, content, and relevance to research as well as education. The purpose of this organisation is to highlight the growth and interdisciplinary nature of research on second language speaking abilities. For instance, there are many models, such as the "Integrated Model of L2 Speaking Proficiency," which integrates cognitive, sociolinguistic, and strategic elements, and the "Strategic Competence Model," which emphasises communication techniques. The purpose of the table is to function as a guide for comprehending the full methodology of learning and instructing oral communication in a second language. The statement highlights the inclination towards integrating several linguistic and psychological elements to measure the intricacy of speaking proficiency more accurately.

Regarding speaking ability, several theoretical models have been proposed, including cognitive processes, social dynamics, and pragmatic competence. This variation exemplifies the challenge of acquiring proficiency in a second language, as well as the need for comprehensive educational approaches that include the many components involved. These models provide fundamental foundations for developing effective speaking curricula and research techniques that align with contemporary knowledge of language learning and use. As the field progresses, these models provide essential foundations for creating these tools.

Theoretical Models of Speaking Proficiency in the EFL Context

To comprehend speaking proficiency in the context of English as a Foreign Language (EFL), it is imperative to examine theoretical frameworks that tackle the challenges and dynamics faced by learners in environments where English is not the primary language of communication. This is particularly crucial for undergraduate students in Thailand, as they may encounter a diverse range of linguistic, cultural, and educational factors that might influence their proficiency in acquiring and using English speaking skills. This study examines theoretical models that are essential for developing speaking skills among English as a Foreign Language (EFL) learners. This focuses on effective methodologies and pedagogical approaches that address the specific needs of EFL learners.

The objective of Table 2 is to provide a concise summary of the latest advancements in theoretical frameworks for assessing speaking proficiency, specifically in the context of learning English as a foreign language (EFL). This article highlights the valuable contributions made by scholars who have advanced our understanding of speaking proficiency in the last twenty years. It specifically focuses on the traits that are important in teaching and learning contemporary English as a Foreign Language (EFL).

Table 2 Theoretical Models of Speaking Proficiency in EFL Contexts

AUTHOR(S)	YEAR	MODEL/CONCEPT	KEY ASPECTS	RELEVANCE TO EFL
Segalowitz	2010	Cognitive Fluency	Distinguishes between cognitive and utterance fluency, emphasizing speed and accuracy in language processing.	Highlights the importance of cognitive processing in developing speaking skills, crucial for EFL learners' fluency.
Taguchi & Roever	2017	Second Language Pragmatics	Focuses on the role of social and pragmatic knowledge in effective communication.	Stresses the significance of pragmatic competence in EFL settings for culturally appropriate communication.
Alcón Soler & Safont Jordà	2008	Pragmatic Competence and Second Language Learning	Examines the development of pragmatic competence in EFL through instruction and exposure.	Offers insights into teaching methods that can enhance pragmatic skills, vital for EFL learners in diverse communicative contexts.

Table 2 provides a curated overview of theoretical models of speaking proficiency in EFL contexts. This collection incorporates the contributions of Segalowitz (2010); Soler and Jordà (2007); Taguchi and Roever (2017). Each of these writers offers unique perspectives on the cognitive and pragmatic elements that form the basis of effective verbal communication in a second language setting.

Segalowitz (2010) study on cognitive fluency elucidates the intricate processes that facilitate the rapid and accurate retrieval and production of language. This is an essential element in the process of developing proficiency in live communication. The author's method focuses on two specific aspects of fluency: cognitive fluency, which pertains to the mental processes involved in language processing, and utterance fluency, which may be seen through speech tempo and hesitations. This distinction has significant importance for both English instructors and language learners, as it emphasises the need to develop cognitive flexibility in language comprehension and the subsequent verbal articulation of that comprehension.

Taguchi and Roever (2017) researched the pragmatics of second language learning, which focused on the social elements of language use. Their research examines the intricacies of pragmatic competence, which encompasses the capacity to recognise and respond to the unspoken rules and norms that govern communicative interactions between individuals from other cultures. This method not only highlights the importance of the content of the message but also underlines the importance of how it is conveyed. This underscores the role that context, purpose, and cultural awareness have in effectively communicating in English as a Foreign Language. In the field of English as a Foreign Language (EFL), this paradigm is significant because it emphasises the development of learners' skills to navigate the nuances of cross-cultural communication. This ensures that their use of language is both appropriate and effective.

Furthermore, Soler and Jordà (2007) have made valuable contributions to the study of pragmatic competence by examining the educational methods that aid in the growth of pragmatic competence in English as a Foreign Language (EFL) learners. Based on their results, it appears that both explicit education in pragmatic norms and implicit learning via exposure play major roles in the development of learners' pragmatic skills. This method is particularly relevant in English as a Foreign Language (EFL) settings, where there may be limited opportunities to utilise natural language. Therefore, well-crafted educational interventions may significantly impact the communication abilities of learners.

Overall, Table 2 offers a thorough view of the several aspects of speaking ability and connects the relationship between cognitive processing, pragmatic awareness, and instructional strategies. By integrating these methods, instructors of English as a second language may adopt a more sophisticated approach to teaching oral communication. This approach not only focuses on linguistic accuracy and fluency but also equips students with the strategic and pragmatic abilities that are crucial for successful communication in real-life situations. This study focuses on the interplay between theory and practice in the field of English as a Foreign Language (EFL) education. It advocates for curriculum and teaching methods that acknowledge the intricate and diverse ways in which students use spoken language.

Upon concluding the literature review on theoretical models of speaking proficiency, it is evident that integrating critical thinking into language learning, specifically through dilemma scenarios, is crucial for improving English speaking skills among undergraduate students in Thailand. After thorough deliberation of several theoretical models, the researcher chose to use the Second Language Pragmatics model developed by Taguchi and Roever (2017) as the fundamental theoretical framework for their study. These models included improvements in speaking proficiency models as well as the importance of pragmatic and interactional abilities.

The objective of this research is to use dilemma scenarios to develop the English-speaking and critical thinking skills of Thai undergraduate students. The emphasis on pragmatic competence as an essential element of speaking skills in this approach is particularly relevant to my study since it enhances the simultaneous acquisition of both abilities by students. The Second Language Pragmatics model offers a comprehensive approach to understanding and teaching the practical aspects of language usage. This serves as a strong foundation for investigating how challenging situations could improve both speaking abilities and critical thinking in an English as a Foreign Language (EFL) context.

Speaking Proficiency

Due to the language's essential importance in global communication, the ability to speak English as a Foreign Language (EFL) has been extensively studied in applied linguistics research. Speaking competency encompasses the ability of a student to communicate their thoughts, needs, and information effectively and appropriately in spoken English. The latest advancements in linguistic and educational research have broadened our understanding of speaking proficiency, revealing the diverse nature of oral communication. This research presents a comprehensive analysis of contemporary perspectives on speaking proficiency, focusing on strategies to enhance this skill in English as a Foreign Language (EFL) learners and defining the key elements of effective speaking ability.

Speaking proficiency encompasses more than just the skill to produce grammatically correct phrases. This also involves the integration of linguistic, pragmatic, and interactive abilities. Derwing and Munro (2015) underline the importance of pronunciation and intelligibility, whereas Taguchi and Roever (2017) refers to the capacity to effectively use language in different situations.

Fluency in speaking is a prerequisite for EFL students to engage in meaningful conversation, academic pursuits, and professional activities. Learners possess the capability to actively engage in conversations, effectively express their perspectives, collaboratively establish shared understandings, and accomplish their intended communicative goals in the English language that they have personally established. Speaking proficiency is a crucial goal in English as a Foreign Language (EFL) education. This requires the use of customised teaching methods and assessments.

Speaking proficiency in English as a Foreign Language (EFL) situations requires a comprehensive range of skills, such as grammatical accuracy, understanding of social context, and the ability to establish rapport with people. Recent research has emphasised the intricate nature of speaking proficiency, emphasising the need for comprehensive teaching approaches that include all facets of the subject. Although the need for efficient English communication is increasing worldwide, language education still prioritises improving speaking skills. This emphasises the need for continuous research and pedagogical innovation to assist learners in attaining advanced levels of spoken English competence.

Definition of speaking proficiency

Within the realm of acquiring English as a non-native language, the word "fluency" encompasses a wide range of skills and proficiencies that enable individuals to speak in English effectively and appropriately. Over time, this complex structure has evolved. Contemporary definitions not only prioritise the accuracy and smoothness of language use but also highlight the speaker's ability to engage in meaningful dialogues across different contexts and cultures. This section aims to analyse the concept of linguistic competence and emphasise the key elements that have been discovered in recent linguistic research.

Evaluations of speaking skills often rely on assessments of linguistic accuracy and fluency. Correctness pertains to the precise application of grammar, vocabulary, and pronunciation, while fluency relates to the effortless, spontaneous, and seamless delivery of speech. Both traits are seen as crucial elements of linguistic aptitude. Alternatively, this viewpoint has expanded to encompass pragmatic competence, which refers to the ability to use language effectively in social situations, considering the importance of context, intention, and convention in communication (Taguchi and Roever, 2017)

Speaking proficiency includes interactional competence, which is the aptitude to effectively handle conversations, interpret non-verbal cues, and respond flexibly to the changing dynamics of spoken interaction (Galaczi and Taylor, 2018). Proficiency in communication is crucial for achieving successful communication. This aspect emphasises the importance of social skills in spoken communication and underscores the collaborative nature of creating meaning in conversations.

Contemporary perspectives on speaking proficiency include the speaker's strategic competence, which pertains to the use of verbal and non-verbal strategies to handle potential communication problems (Canale and Swain, 1980). To maintain effective communication in the presence of language barriers, it is necessary to possess the ability to rephrase statements, use non-verbal cues, and use transitional words strategically.

Moreover, the notion of speaking proficiency is increasingly recognising the significance of digital literacy and multimodal capabilities in modern communication. Kukulska-Hulme and Viberg (2018) argue that the ability to effectively engage in spoken conversation in online and digital settings, using different technological tools and platforms, is indicative of the evolving nature of language use.

The concept of speaking competence has undergone a significant extension beyond the focus on language correctness and fluency. This now encompasses talents in interactional, strategic, and pragmatic communication. This comprehensive perspective recognises the intricacy of verbal communication, highlighting the importance of students navigating diverse communicative settings, engaging in social interactions, and employing flexible strategies to achieve effective discourse communication. As the field of applied

linguistics progresses, the understanding of language proficiency in second or foreign languages is improving.

The Significance of Speaking Proficiency

Proficiency in spoken English in EFL contexts extends beyond basic communication abilities. This is crucial for achieving academic success, personal development, and career advancement in our interconnected global society. Fluent and accurate English proficiency may facilitate access to worldwide opportunities, enhance intercultural comprehension, and enhance learners' self-assurance and social assimilation. This section examines the importance of speaking ability by drawing on empirical data and theoretical arguments that demonstrate the critical role that speaking skills play in many aspects of life.

Academic achievement in English as a Foreign Language (EFL) settings is strongly correlated with proficiency in speaking. Verbal communication is essential for engaging in classroom discussions, expressing views coherently during oral exams, and participating in collaborative learning activities. Al-Issa and Dahan (2011) found a significant correlation between speaking proficiency and overall academic achievement. It has been observed that students who possess higher levels of proficiency in spoken English tend to excel academically.

The acquisition of speaking abilities in a second language greatly contributes to personal development in several ways. These methods include increased self-esteem, improved critical thinking capacity, and enhanced interpersonal abilities of the individual. Derwing, Munro and Thomson (2008) argue that proficiency in speaking has a significant impact on learners' sense of identity and self-assurance. This, in turn, facilitates their ability to form more meaningful connections and express themselves on a personal level.

Fluency in English is often a decisive element in selecting job opportunities and professional advancement in the current international job market. Goh and Burns (2012) argue that having proficient oral communication abilities is crucial for achieving professional success. It has been observed that organisations highly prioritise those who possess the ability to successfully communicate in English with their superiors, coworkers, and consumers.

Proficient English speakers are more equipped to engage in cross-cultural conversation, fostering mutual understanding and respect among individuals from diverse origins. Byram (2008) examines the impact of language proficiency on the acquisition of intercultural competency. subsequently underscores the significance of oral communication skills in navigating cultural disparities and forging connections across the globe.

The significance of possessing a robust mastery of the English language inside the classroom cannot be overemphasised. This has a tremendous influence on academic advancement, personal development, job success, and connections with individuals from various cultures. The research conducted by Al-Issa and Dahan (2011); Byram (2008); Derwing et al. (2008); Goh and Burns (2012) illustrates that the acquisition of speaking skills is crucial for meeting the demands and capitalizing on the opportunities that arise in a globalized society. To ensure students' overall success, educators and legislators must prioritise the inclusion of speaking skills in language learning curricula.

Techniques and Strategies for Teaching Speaking Skills

When learning English as a second language, it is essential to acquire the necessary abilities to effectively communicate in an increasingly globalised world. To effectively educate students on how to communicate, it is essential to use a holistic strategy that acknowledges the distinct learning styles and requirements of each student. This extensive research analysis aims to provide insights into successful strategies for enhancing oral communication skills. This was achieved by examining several modern educational methodologies and using a wide array of research sources.

Interactive Techniques in EFL

Utilising interactive techniques in English as a Foreign Language (EFL) courses is crucial for enhancing speaking skills and promoting meaningful dialogue. These techniques prioritise student engagement by including activities that require learners to actively communicate, work together to solve problems, and use language in real-life situations. Research increasingly supports the notion that interaction not only aids in the development of language proficiency but also fosters critical thinking and cultural understanding.

Walsh (2011) emphasises the need for "classroom interactional competence" and provides several strategies that teachers may use to effectively oversee and enhance interaction in language classes. The focus of his work is to provide opportunities for learners to actively engage with both knowledge and each other, resulting in the development of effective communication skills.

According to Kunitz, Sert and Markee (2020), the research explores the concept of "conversation-for-learning" in English as a Foreign Language (EFL) environments. Researchers describe how learners may significantly enhance their speaking skills by engaging in structured conversational activities that provide authentic language situations and practical opportunities for practice.

A collection of research on the dynamics of peer contact and how it affects language acquisition was put together Sato and Ballinger (2016)) This collection focuses on the importance of peer interaction in improving language acquisition, especially in English as a Foreign Language (EFL) contexts. This contains empirical data that supports the role of peer contact in developing speaking ability.

In the realm of language training, the integration of technology offers novel methods for implementing interactive techniques. In their study, Sundqvist and Sylvén (2016) investigate the use of social media and digital games as tools to enhance participation in English as a Foreign Language courses. Through their research, researchers have shown the potential of digital technology in creating immersive and captivating language learning environments.

In summary, recent studies have emphasised the significance of interactive strategies in acquiring speaking skills in English as a Foreign Language (EFL) circumstances. The works of Kunitz et al. (2020); Sato and Ballinger (2016); Sundqvist and Sylvén (2016); Walsh (2011) provide insight into several approaches that might be used to promote classroom engagement. These approaches span from traditional conversational activities to innovative uses of digital technology. These interactive approaches not only facilitate the enhancement of students' language abilities but also enhance their ability to successfully communicate in real-world situations. Thus, language proficiency is essential

for EFL teachers aiming to develop proficient and confident English speakers who can use a variety of communication strategies that prioritise engagement.

Task-Based Language Teaching (TBLT)

The main objective of task-based language teaching (TBLT) is to engage learners in purposeful tasks that replicate authentic language use in real-life contexts. Ellis (2018) reexamines and enhances his previous research on task-based language teaching (TBLT), supports focusing on activities that require learners to use language authentically, thus enhancing their communicative ability.

Both Thomas and Reinders were engaged in the editing process. A research endeavour focusing on the integration of technology into task-based language teaching (TBLT) is scheduled to be carried out in the year 2020. Someone will examine how digital technologies may enhance professional engagement and language practice, specifically by improving speaking skills.

Task-based language teaching has received much acclaim for its ability to promote active learning, increase student motivation, and improve language proficiency. Carless (2017) states that task-based language teaching (TBLT) aligns with current educational goals that prioritise the development of skills including critical thinking, collaboration, and effective communication.

Implementing task-based language teaching (TBLT) presents many challenges, such as the need for meticulous task planning and ensuring that the tasks are in line with the goals of the curriculum. Although task-based language teaching has notable educational advantages, its execution presents difficulties. The issues mentioned are discussed in Branden (2016) which offers suggestions for effectively implementing and assessing TBLT.

In conclusion, task-based language teaching is a very effective style of language training, especially for improving speaking skills in English as a Foreign Language (EFL) settings. The latest research papers by Branden (2016); Carless (2017); Ellis, (2018); Savignon (2018); Thomas and Reinders (2020), exemplify the continuous development and innovative applications of task-based language teaching (TBLT). The study results emphasise the importance of engaging in meaningful activities for language learning and

provide a better understanding of how task-based language teaching (TBLT) may be tailored and optimised for different educational environments. Teachers of English as a second language want to enhance students' ability to communicate effectively and motivate them to engage in authentic language use. Task-Based Language Teaching (TBLT) emerges as a pedagogically sound approach that is supported by research.

Authentic Materials and Situations in EFL Speaking Instruction

Using authentic resources, such as online news articles, social media posts, podcasts, and videos, allows students to immerse themselves in the language as it is used in real-life situations, surpassing the limitations of textbook conversations. These tools enhance both reading and listening skills and provide a foundation for activities that include speaking and mirror real-life communication demands.

The research conducted by Yu and Renandya (2021) highlights the importance of using authentic resources to enhance motivation and interest in the language learning process. Based on their study results, students are more likely to engage in discussions and activities that they see as personally relevant and exciting due to their exposure to authentic material. As a result, there is an enhancement in pupils' oral communication skills.

Moreover, Pinner (2019) highlights the importance of authenticity in creating valuable educational experiences. Pinner argues that authenticity should not be limited to the materials alone but should also include the behaviours involved. He advocates for the employment of simulations that replicate real-life situations, which require students to use language in the same manner that they would in non-academic settings.

Utilising authentic resources presents many challenges, such as the need to choose content that aligns with the learners' proficiency levels and personal interests. Although the benefits of using genuine resources are clear, incorporating them into the curriculum poses many difficulties. Gilmore (2011) offers valuable ideas on how to address these issues. He outlines specific criteria for selecting and customising authentic materials to ensure their instructional effectiveness.

Due to the widespread usage of digital technology, accessing tangible materials has become far more convenient than ever before. Viberg, Wasson and Kukulska-Hulme

(2020) emphasises the potential of mobile devices to include authentic content in the English as a Foreign Language classroom. This enables opportunities for spontaneous speaking and immersive learning experiences.

In summary, to enhance the teaching of English as a Foreign Language (EFL), it is crucial to include authentic materials and provide examples of real-life scenarios. Authenticity is crucial for fostering a more stimulating, motivating, and successful environment for language learning, according to research by Aljaafreh and Lantolf (1994); Gilmore (2011); Viberg et al. (2020); Yu and Renandya (2021). These strategies not only help students enhance their speaking skills in a realistic and applicable context but also equip them to tackle real-world communication challenges. When language educators want to enhance their teaching approaches, one of the paramount tactics for elevating the general calibre and pertinence of English as a Foreign Language (EFL) training is to include authentic resources and pragmatic exercises.

The Role of Technology in Teaching Speaking Skills

The use of technology in language training has altered the methods used to teach and practice speaking skills. Various technologies, such as virtual reality (VR) and language learning programmes, provide immersive and engaging opportunities for students to practice speaking outside of the traditional classroom setting.

Jones (2019) examines modern technologies used in language learning, focusing specifically on virtual reality (VR), social media, and smartphone apps. These tools facilitate the acquisition of genuine communication skills by offering learners a range of situations in which to use language, thereby potentially enhancing their speaking proficiency.

Artificial intelligence-powered platforms have gained popularity for their ability to assist with customised speech preparation. To provide prompt feedback on pronunciation, fluency, and word use, these systems utilise speech recognition and machine learning methodologies.

explore the capacity of artificial intelligence in the process of acquiring language. They emphasise the potential of AI in offering personalised speaking exercises and immediate remedial feedback, which are crucial for improving one's verbal communication skills.

Pronunciation Training: Techniques and Approaches for Effective Pronunciation Instruction

Pronunciation training is a crucial aspect of enhancing speaking skills because it directly affects both the understanding of the speaker's words and how the listener perceives them. To enhance learners' pronunciation, the use of advanced techniques, such as phonetic visualisation software and pronunciation programmes, has shown significant promise.

Thomson and Derwing (2015)—provide an updated narrative review on the effectiveness of second language pronunciation instruction, with a focus on the use of technology in offering accessible and engaging pronunciation practice.

Feedback Mechanisms: Constructive Feedback and Impact on Speaking Development

Feedback plays a crucial role in language learning, particularly in the enhancement of speaking skills. Learners may develop their overall communication competency by recognising and rectifying errors and improving their language use when they get constructive feedback.

Aljaafreh and Lantolf (1994)) examine the concept of scaffolding and the Zone of Proximal Development (ZPD) concerning second language learning. They stress the need to give feedback that is prompt and appropriate to promote the growth of speaking abilities.

Peer Feedback in Speaking Practice

The feedback received from both peers and teachers has been recognised as an effective approach to improving speaking skills. This promotes both collaborative learning and provides students with a diverse range of ideas to enhance their language proficiency.

Yu and Lee (2020) explore the role of peer feedback in speaking activities and find that it may enhance learners' communicative proficiency and boost their confidence in using the target language.

In summary, in the realm of modern English as a Foreign Language (EFL) speaking education, the incorporation of technology, focused pronunciation instruction, and effective feedback systems are essential elements. The studies undertaken by Aljaafreh

and Lantolf (1994); Barnes et al. (2020); Jones (2019); Thomson and Derwing (2015) provide valuable insights into the effective application of these elements to enhance verbal communication skills. These fields provide potential avenues for studying and teaching methods, aiming to equip students with the necessary abilities for effective communication in a worldwide society. With advancements in technology, the field of language instruction is evolving, providing many options in these specific areas.

In the dynamic field of English as a Foreign Language (EFL) education, the acquisition of proficient speaking skills is crucial for students aiming to navigate the intricacies of international communication. Given the diverse needs and learning styles of students, instructors must use a thorough and adaptable strategy while teaching speaking skills. This paper contains a section that conducts a thorough examination of contemporary educational methods aimed at enhancing the oral communication skills of students who are studying English as a second language. The objective of this study is to elucidate effective strategies that provide captivating, significant, and efficient speaking exercises by drawing upon a diverse array of current research literature. The table that follows contains a concise overview of significant methodologies and approaches, together with details on their applicability, benefits, and the corresponding academic research that validates them. This thorough study aims to achieve this purpose by offering evidence-based strategies to increase speaking education in various English as a Foreign Language (EFL) contexts, benefiting educators, curriculum designers, and language practitioners.

Table 3 Techniques and Strategies for Teaching Speaking Skills in EFL

TECHNIQUES/STRATEGIES	DESCRIPTION	KEY REFERENCE
INTERACTIVE TECHNIQUES	Emphasizes student engagement through collaborative problem-solving and real-life language use. Promotes linguistic proficiency alongside critical thinking and cultural understanding.	González-Lloret and Ortega (2014). Technology-mediated TBLT: Researching technology and tasks. John Benjamins Publishing Company.
TASK-BASED LANGUAGE TEACHING (TBLT)	Focuses on engaging learners in purposeful tasks that replicate authentic language use in real-life contexts, enhancing communicative competence.	Ellis (2018). Reflections on task-based language teaching. <i>Multilingual Matters</i> .
USE OF AUTHENTIC MATERIALS	Utilizes real-life materials (e.g., news articles, podcasts) for listening and speaking practice, exposing learners to natural language and cultural nuances.	Gilmore (2011). Guidelines for using authentic materials with language learners. <i>ELT Journal</i> , 65(2), 143–153.
PRONUNCIATION TRAINING	Offers targeted instruction on sounds, rhythm, and intonation, utilizing technology for visual feedback and pronunciation practice.	Thomson and Derwing (2015)-The effectiveness of L2 pronunciation instruction: A narrative review. <i>Applied Linguistics</i> , 41(3), 411–441.
FEEDBACK MECHANISMS	Provides learners with constructive feedback on their spoken output, focusing on improvements in accuracy, fluency, and communicative effectiveness.	Yu and Lee (2020) The role of peer feedback in learning speaking skills for EFL learners. <i>System</i> , 91, 102259.

Table 3 reveals an exhaustive analysis of the many techniques and approaches that are now used and effective for teaching oral communication abilities in English as a Foreign Language (EFL) contexts. Each entry emphasises the need to involve learners through interactive activities, authentic materials, technological use, focused pronunciation practice, and providing constructive feedback. By investigating and using these methods, teachers may enhance the oral proficiency of their English as a Foreign Language (EFL) learners, thereby equipping them for successful interaction in an increasingly globalised society.

In summary, this thesis explored several methodologies and strategies for instructing oral communication abilities in English as a Foreign Language (EFL) contexts, thereby presenting a comprehensive approach to language instruction. Conversely, the use

of authentic materials demonstrated the application of language in real-world situations, emphasising the need to practice communication in relevant and meaningful contexts. The focus was placed on interactive strategies due to their role in actively involving students and fostering collaboration. Moreover, the use of technology has shown its indispensability in the contemporary language instruction system, as this offers state-of-the-art resources for immersive oral communication encounters. The significance of targeted instruction and constructive feedback was underscored by the fact that the inclusion of pronunciation training and feedback systems proved to be essential in enhancing learners' speaking proficiency.

The collection and analysis of these tactics, which were supported by citations to recent research, demonstrated that a consensus had been reached regarding the efficacy of dynamic and interactive teaching methods. This evidence-based paradigm not only enhances our understanding of successful speaking training but also guides EFL instructors striving to cultivate fluent and confident English speakers. The thesis will contain a more in-depth analysis of how these findings are relevant to the creation of teaching approaches and curricula for English as a Foreign Language (EFL). The focus of the conversation will be on the practical uses and future goals of research in language teaching.

By presenting this extensive analysis, the researcher contributes to the ongoing discourse on the most efficient approaches to teaching English as a foreign language (EFL). The researcher advocates pedagogically competent techniques that are also responsive to the constantly changing needs of students in an increasingly globalised environment. The objective of this undertaking is to showcase a commitment to enhancing the quality of language education and equipping students with the necessary abilities to effectively communicate in English across diverse contexts.

Assessment and Evaluation of Speaking Skills

The ability to effectively analyse and evaluate speaking skills is a crucial aspect of language instruction, providing valuable insights into learners' proficiency levels and aiding in the advancement of teaching methods. In today's increasingly interconnected world, there is an unprecedented need for proficient, unbiased, and meaningful assessments of spoken communication. The subsequent segment of this literature review delves into the intricate characteristics of speaking assessments. This study explores the processes involved in developing and applying standards and scoring guides, the roles of ongoing and final assessments, and the burgeoning fields of self-evaluation and peer evaluation. The shift towards more dynamic and learner-centred methods is evident in the recognition that these components are integral to a comprehensive language evaluation strategy. This section aims to examine the challenges and advancements that characterise the current state of assessing and evaluating speaking skills, achieved by reviewing the latest research and developments in this area. This work holds significance not only for teachers and scholars but also for policymakers and other stakeholders in the realm of language instruction who are committed to aligning assessment procedures with instructional objectives and addressing the communication needs of students in diverse environments.

Criteria and Rubrics for Assessing Speaking Skills

Assessing speaking abilities is a crucial aspect of language instruction, as emphasized by Fulcher and Davidson (2007). This is because it directly impacts the communication abilities of students when they encounter real-world circumstances. To effectively equip students to successfully engage in various settings, it is crucial to adopt a rigorous strategy that aligns with the demands of global communication. For example, including simulated interactive activities in evaluations is a demonstration of this method. These assignments aim to simulate authentic communication circumstances that students might encounter in real-life situations outside the classroom.

Consider, for instance, a speaking assessment designed for proficient English language learners to participate in a simulated corporate conference. The learners are given a situation in which they must engage in contract negotiations with partners from a

separate company. This activity not only assesses the learners' proficiency in using English fluently and accurately but also analyses their pragmatic skills, such as their ability to engage in polite communication, take turns effectively, and successfully persuade and debate. Given this circumstance, the assessment criteria would include the following:

Fluency: The ability to maintain a conversation without many pauses or hesitations. Fluency is defined by the smoothness and ease with which one speaks.

Accuracy: The use of precise syntax and vocabulary that is deemed appropriate for a proficient level of English.

Coherence: Encompasses both the logical arrangement of ideas and the effectiveness in conveying arguments with clarity.

Pronunciation: The including of accentuation, intonation, and rhythm, all of which contribute to the clarity of speech.

Pronunciation: The including of accentuation, intonation, and rhythm, all of which contribute to the clarity of speech.

The criteria employed for this examination would provide both a methodical evaluation of the learners' speaking skills and targeted comments for improvement. The rubric would have precise descriptors for every degree of achievement within these areas. A strong proficiency in interactional abilities necessitates a learner to not only initiate and respond in a discussion but also to adjust their language and strategies according to the reactions and arguments of their interlocutors, showcasing a keen awareness of the subtleties of business communication. The purpose of this is to allow the learner to showcase their ability to engage in productive interactions with others.

This example illustrates how speaking assessments may be designed to accurately portray the complexities of real-life communication. Consequently, these methods might foster the growth of learners' oral communication skills in ways that are relevant, captivating, and directly connected to their needs in an increasingly globalised society. An essential element in the creation of effective speaking examinations is the procedure for developing these criteria. This technique guarantees that the evaluations accurately depict the communication skills required for using language in practical, real-life scenarios.

Luoma (2004) emphasises the need to include a diverse range of linguistic and pragmatic abilities in these criteria. Fluency comprises not just the speed at which one communicates but also the ability of the speaker to convey ideas smoothly and with the appropriate rhythm. The listener could understand the speaker's mental process if the ideas were structured logically and cohesively. Pronunciation encompasses not just accuracy but also the intelligibility of the speaker and the naturalness of speech patterns. Interactional skills include the speaker's capacity to effectively handle discussions, which includes the ability to start topics, provide accurate responses, and adapt language use to the social context.

While developing these criteria, it is crucial to have a thorough understanding of the language proficiency model being assessed. Furthermore, it is essential to include recommendations from communicative language instruction and performance-based evaluation systems. If assessments are carried out in this way, they could evaluate not just linguistic accuracy but also the complexity and effectiveness of communicative activity.

Moreover, these criteria not only constitute the basis for evaluating learners' performance, but they also function as specific objectives for instructional design. This indicates that they provide educators and learners with straightforward goals for the enhancement of language and communication abilities. The purpose of assessment criteria in the sphere of language instruction includes both measuring and guiding.

An illustrative instance showcasing the creation and use of rubrics in assessing speaking proficiency is a higher education English language programme that prioritises scholarly presentations. Conversely, Brookhart (2013) highlights the need to use rubrics to construct evaluation criteria that are easily seen, clearly stated, and uniform. These rubrics not only help evaluate performance but also act as instructional guides, helping students understand what is expected of them individually.

A rubric is created to assess many characteristics of speaking proficiency within the framework of academic presentations. These factors include the organisation of the content, the way the presentation is conveyed, the use of language, the engagement with the audience, and the incorporation of visual aids. Each category has a distinct description,

and there are clear performance indicators that span from "needs improvement" to "excellent."

1. Content Organization: This criterion is used to assess the logical progression of the presentation, the precision of the thesis statement, and the coherence of the arguments. An "excellent" score necessitates the inclusion of a well-expressed thesis statement, points that are organised coherently and rationally, and substantial evidence to support the main argument. Additionally, a consistent conclusion that effectively ties back to the introduction is required.

2. Delivery: These factors include the speaker's body position, visual engagement, and vocal control, together with their degree of self-assurance. An "Excellent" performance would be defined by the speaker's proficiency in expressing their ideas with clarity and confidence, maintaining consistent eye contact with the audience, and using adept voice modulation to emphasise key points.

3. Language Use: This evaluation assesses the suitability of the vocabulary, the accuracy of the grammar, and the smoothness of the speaker's language proficiency. To receive an excellent grade, the speaker must use a sophisticated and precise vocabulary, exhibit few grammatical errors, and speak confidently and fluently without undue hesitation.

4. Engagement with the Audience: This is a measurement that assesses the speaker's proficiency in captivating the audience, managing questions, and arousing their interest. A speaker who effectively involves the audience by utilising rhetorical questions provides concise and clear responses to inquiries and captivates the audience throughout the whole presentation may be deserving of an "Excellent" rating.

5. Use of Visual Aids: Utilising Visual Aids Every PowerPoint presentation, handout, and other visual materials undergo evaluation to determine their level of success and suitability. To achieve exceptional academic performance, it is essential that the visual aids effectively bolster and amplify the spoken information, possess clear legibility, and are strategically used to highlight key themes without overwhelming the audience.

The rubric establishes a comprehensive structure for assessing student presentations and assisting learners in their preparation by providing detailed explanations

for each level of performance within these areas. This enables the rubric to concurrently perform both tasks. For example, students might utilise the rubric for performing a self-assessment of their drafts and practice sessions, therefore emphasising the areas in which they need to enhance before presenting their final work. Teachers might utilise the rubric as a means to deliver constructive feedback to pupils, focusing on their merits and areas requiring growth.

An example illustrating the impact of well-designed rubrics on teaching and learning may be seen in a high school English as a Second Language (ESL) classroom. In the following example, students are getting ready for a persuasive speech project that will be assessed at the end of the semester. Andrade (2005) emphasises the importance of rubrics in fostering learner autonomy and providing education that caters to the different requirements of learners. In this example, the instructor provides a rubric to assess persuasive speeches. The rubric considers various factors, such as the quality and effectiveness of the argument, the organisation and structure of the speech, the delivery and presentation skills, and the use of language and persuasive techniques. Each criterion in the rubric is divided into specific performance indicators, which span from "Beginning" to "Exemplary."

1. Content and Argument Strength: When assessing this criterion, the effectiveness of the argument is assessed by considering the use of information and examples. To achieve an "exemplary" performance, it is necessary to provide a compelling argument supported by relevant and well-researched content, along with clear and persuasive examples that effectively sway the audience.

2. Organization and Structure: The study examines the coherent sequence of speech, including the opening, main part, ending, and smooth transitions connecting the different portions. An explicit and well-defined organisational framework that enhances the persuasiveness of the argument and incorporates smooth transitions between points is necessary for the speech to get a high score.

3. Delivery and Presentation Skills: The evaluation assesses the speaker's ability to sustain eye contact, project their voice, and effectively use non-verbal communication. To get an "exemplary" mark, the presentation has to display confidence

and captivate the audience. The speed should be appropriate, and the use of gestures and facial expressions should effectively reinforce the content.

4. Use of Language and Persuasive Techniques: Based on these criteria, the evaluation of language appropriateness considers factors such as vocabulary, grammar, and the use of rhetorical techniques. High scores are awarded to language that is both accurate and impactful, demonstrating grammatical accuracy and using strategic rhetorical devices such as rhetorical questions, repetition, and emotional appeals to effectively sway the audience.

The rubric is disseminated to the students on numerous occasions at the beginning of the project. Through practising their oral presentations in this way, students might potentially develop an understanding of the expectations placed upon them. Students may use the rubric as a comprehensive tool during the whole research process, as well as throughout the preparation and rehearsal stages of their presentations. As a result, students could be able to assess themselves and pinpoint areas where they may make progress. The rubric allows students to cultivate and attain their individualised learning objectives; students are encouraged to autonomously navigate the process of accomplishing these goals. This technique promotes self-directed learning among students by providing them with opportunities to attain their goals.

Furthermore, the teacher utilises the rubric to provide targeted criticism during practice presentations. This feedback highlights both areas of proficiency and areas for improvement, which are directly correlated with the criteria outlined in the rubric. By focusing their efforts on the areas with the most potential to boost their scores, students could enhance their presentations with the assistance of this feedback. In addition, the rubric empowers the teacher to customise the lesson by offering mini-lessons or resources on certain themes that a substantial majority of students find challenging. These themes may include the use of persuasive methods or the effective utilisation of evidence.

The use of technology has led to modifications in traditional techniques of language assessment, particularly in the examination of speaking skills. This has led to the improvement of evaluation methods that are both more adaptable and effective. Chapelle and Voss (2016) argue that the use of automated scoring methods represents a significant

advancement in assessing speaking skills. These systems use advanced algorithms and natural language processing to evaluate spoken language skills, delivering rapid and trustworthy evaluations. Consider the feasibility of using an automated assessment system for evaluating English language proficiency in the university's examination. This exam is used to assess the oral fluency of international students for admissions reasons. The test involves individuals discussing their own experiences, replicating the thought processes and social interactions that occur in real-life situations. The algorithm then determines their level of performance. The automated system evaluates aspects including fluency, pronunciation, vocabulary, and grammar.

1. Fluency: The method analyzes the rhythm, tempo, and continuity of speech to identify hesitations, repeats, and false pauses that might impact fluency.

2. Pronunciation: The evaluation involves assessing the precision of articulation, patterns of stress, and intonation, and then comparing the findings with those of native or proficient non-native English speakers to interpret the results.

3. Vocabulary: The program evaluates the spectrum of words used and decides their appropriateness in connection to the voiced responses.

4. Grammar: This research examines the accuracy of grammatical formulations and the intricacy of language use.

This automatic grading system offers test takers instant feedback, highlighting their strengths and areas for improvement. The effectiveness and flexibility to be easily expanded make it an attractive choice for institutions that get a high number of applications. Nevertheless, there are several issues associated with depending on technology to assess students' speaking skills, particularly the dependability of the outcomes and the system's ability to maintain students' focus. Opposition to automated systems arises from concerns over their ability to accurately discern subtle subtleties in human speech. In addition, they could decide to disregard some elements of communication competence, such as the capacity to adapt and react effectively in discussions or the skill to convincingly influence others by verbal means. Automated scoring systems at institutions are often supplemented by human raters to address issues of validity. This is especially accurate for situations that are in dispute or on the boundary.

The objective of this hybrid approach is to merge the nuanced expertise of human assessors with the consistent and rapid assessments provided by automated systems.

Furthermore, teachers have the option to integrate these technologies into interactive platforms that simulate communication environments that are more dynamic and contextually immersive to enhance student engagement. Virtual reality (VR) settings might potentially provide learners with immersive experiences where they navigate through simulated social or professional scenarios while engaging in talks with avatars driven by artificial intelligence. These experiences enhance student motivation and engagement by providing a more captivating and less intimidating assessment setting. Additionally, they evaluate speaking skills in situations that closely resemble real-life encounters. This provides learners with the chance to enhance their communication abilities.

The use of technology in language assessment has significantly revolutionised the evaluation of speaking skills by introducing automated scoring systems and interactive platforms. These advancements provide scalable, efficient, and entertaining ways to evaluate learners' abilities. This has led to a significant revolution in the assessment of oral communication skills. Although these technological innovations have created opportunities for language education and assessment, they have also posed challenges in terms of validity and student involvement.

Speech processing technology advancements enable automated scoring methods, and especially Pearson's Versant Test, to assess spoken responses across multiple dimensions, including grammar, vocabulary, pronunciation, and fluency (Bernstein and Cheng, 2008). The Versant Test serves as an illustration of such a mechanism. Through the assessment of variables like the complexity of vocabulary usage, speech cadence and tension patterns, and similar characteristics, these systems provide quick and objective evaluations of language proficiency. Although they have their merits, concerns persist regarding their efficacy in evaluating language and communication proficiencies. Consequently, certain scenarios have incorporated human assessors to guarantee a thorough comprehension of the speaker's proficiency.

The utilisation of artificial intelligence and virtual reality is being applied to the development of immersive language practice environments. The development of interactive platforms is occurring in tandem with the implementation of automated assessment. Through active participation in "VR Speech" initiatives, students are afforded the chance to hone their language skills in a variety of authentic contexts, including professional environments and social gatherings Hamilton (2019) . These platforms effectively captivate students in a way that conventional assessment methods may fail to notice. This is achieved through the provision of prompt performance evaluations and the encouragement of pragmatic skill development, which applies to real-life communication situations.

In summary, critical elements of language instruction—the assessment and evaluation of speaking abilities are influenced by both theoretical advancements and practical developments. To advance fair and pertinent assessment procedures, it is critical to establish unambiguous criteria and efficient rubrics, supported by ongoing research.

Oral Proficiency Scoring Categories by Brown and Duguid (2001)

To address the many aspects of speaking skills in language learning, a comprehensive assessment system is necessary. Brown and Duguid (2001) significantly contributes to the topic by creating categories to assess oral proficiency. When considering these factors, educators and assessors use a framework that aids them in effectively evaluating the proficiency of pupils in spoken language. This research review aims to examine Brown's scoring categories and assess their use, impact, and significance in the context of assessing the oral communication skills of students in educational settings.

When these categories are incorporated into both classroom activities and standardised testing environments, it is evident how Brown's scoring categories are being applied in the context of education. Oral presentations in an English as a Second Language (ESL) classroom provide an opportunity to use these categories in a dynamic and practical environment. Teachers use Brown's criteria to assess student presentations, providing students with feedback that is relevant to their own language learning experiences Brown and Duguid (2001).

Moreover, the rubrics used for oral responses are established according to these scoring criteria, which is a crucial element of standardised assessment. This guarantees that the oral proficiency examination is comprehensive and consistent throughout the whole procedure. This method enables the implementation of a comprehensive and flexible systematic evaluation approach that may meet the needs of diverse educational environments Brown and Duguid (2001).

Brown's method has facilitated several breakthroughs in language assessment, with the most notable being the creation of interactive communication exercises. The purpose of these tests is to replicate real-life conversations and assess a student's social skills in addition to their conventional speaking ability Brown and Duguid (2001). These enhancements showcase the adaptability of the framework and its capacity to grow alongside innovations in language education, both in terms of teaching methods and technology.

The fundamental subjectivity of assessing coherence and fluency provides ongoing challenges. Standardisation of assessments is achieved through many methods, one of which involves offering assessors comprehensive training. Another approach involves using technological equipment that could perform an impartial assessment of the elements of speech Brown and Duguid (2001). These techniques aim to somewhat mitigate the inherent volatility that is related to scoring.

In summary, since the inception of the oral proficiency score categories by Brown and Duguid (2001), there has been a notable transformation in the field of language evaluation. The intricacy of a person's capacity to transmit spoken words may be accurately described using the following criteria: Brown's work has made substantial contributions to the area of language instruction. These contributions include an enhanced understanding of verbal proficiency and the stimulus for novel forms of evaluation. Although it has faced challenges about subjectivity and scoring consistency, the framework remains a crucial tool in the pursuit of effective language education and assessment approaches.

In this study, the researcher chose to use Brown and Duguid (2001). oral proficiency score categories due to many significant justifications. This conclusion was

reached after performing a comprehensive review of the many methodologies that may be used to measure speaking proficiency. The research outcome is grounded in Brown's comprehensive language assessment technique, which closely aligns with the study's objectives. Brown's method dissects oral competence into interconnected categories, enabling a thorough evaluation of communication abilities. Beyond grammar and vocabulary, factors like fluency, coherence, and interactive skills are vital. Through this integrated approach, the researcher ensures a holistic assessment of public speaking, considering candidates' ability to apply knowledge in practical situations. This approach enhances the evaluation's validity and relevance to real-world communication contexts.

The selection of Brown's oral proficiency score categories for this study stems from their comprehensive and pedagogically valid approach to measuring speaking skills. By leveraging these categories, the researcher aims to conduct a nuanced assessment of oral proficiency, encompassing both communicative effectiveness and linguistic accuracy. This study seeks to advance language evaluation and education by scrutinizing speaking competence in a theoretically robust and practically relevant manner, thus fulfilling its objectives effectively.

Formative and Summative Assessments in Speaking

In the field of language teaching, there has been a significant move towards using oral proficiency assessments to better understand and improve the communication skills of students and instructors. To adhere to this educational paradigm, it is necessary to provide assessments that serve both formative and summative purposes concurrently. These tests allow for the assessment of oral ability, a crucial aspect of education, using several approaches. This study analysis focuses on the challenging task of finding a balance between continuous formative instruction and final evaluations of language proficiency. The study also found that these two approaches may be integrated to help individuals achieve the goal of learning a new language with enhanced precision.

As spoken expression fluency is often utilised as a measurement of overall language proficiency, the importance of oral communication during the process of acquiring a new language cannot be overstated. When investigated from this perspective, formative assessments establish an ongoing feedback mechanism that is critical for the gradual yet

consistent development of oratory abilities. The diagnostic and interactive nature of these assessments, according to Hattie and Timperley (2007) and Black and Williams (2009), enables students to actively engage in their own learning and exercise self-regulation. Consequently, this enables the implementation of precise interventions and the timely implementation of adjustments. Formative assessments are intended to foster an environment conducive to constructive learning, where errors are regarded as chances for progress and advancement. There is a potential for introspective practice, spontaneous speaking exercises, and peer evaluations to all contribute positively to the attainment of this goal.

Upon the completion of a learning cycle or unit of instruction, students are required to undergo summative assessments to evaluate their overall progress in speaking. These examinations assess students' opinions based on specified criteria (Popham, 2010; Stiggins, 2005) This is done to provide a comprehensive overview of the student's talents and achievements. Summative assessments, such as formal oral exams, graded presentations, or standardised testing, have a substantial influence on many pedagogical activities, including curriculum building, grading of academic work, and other components of the teaching process.

To effectively use formative and summative evaluations in your language classroom, it is important to comprehend how these two types of assessments interact with each other. This research aims to explore the theoretical underpinnings, practical uses, and empirical support for different assessment systems. The objective is to enhance comprehension of how these systems might contribute to enhancing public speaking skills. This research aims to enhance the existing discourse on the most efficient approaches to language instruction by examining the dynamic correlation between assessment and learning. This will be achieved by a thorough examination of prior studies and advancements in methodology.

Formative Assessments in Speaking

Utilising formative assessments, which provide students with valuable insights and feedback in real-time across all stages of language learning, can greatly enhance both student development and engagement. The results of these assessments are very

beneficial, as they enable the identification of the student's urgent learning needs and the adjustment of teaching strategies accordingly.

The importance of formative assessment in all classrooms is emphasised in the seminal research of Black and Wiliam (2009). They emphasised the importance of providing students with timely and actionable feedback to improve their academic performance. Feedback is of the utmost importance in the field of language instruction because it involves enhancing speech abilities. An approach to enhancing self-confidence and proficiency is to offer prompt feedback and positive reinforcement.

Illustrative instances of formative assessments that could be implemented in an English-speaking classroom with an emphasis on language proficiency comprise the use of recording devices for self-evaluation and interactive speaking tasks that permit both instructor and peer feedback. Through engagement in these activities, students are allowed to promptly assess their progress and pinpoint potential areas for enhancement. This fosters an ongoing cycle of discovery and growth.

In the following section, the researcher presents Figure 2 of the iterative process of formative assessments that occurs in the context of language acquisition in detail. The present illustration has been painstakingly designed to visually depict the cyclical phases that individuals progress through as they enhance their oral communication abilities. The visual aid underscores the ever-changing nature of language acquisition and the critical function that formative assessment fulfils in facilitating continuous development. The document outlines the following elements: initial assessment, feedback, goal setting and reflection, action and practice, and re-assessment. Speaking skills are evaluated again, measuring progress and further areas for development.

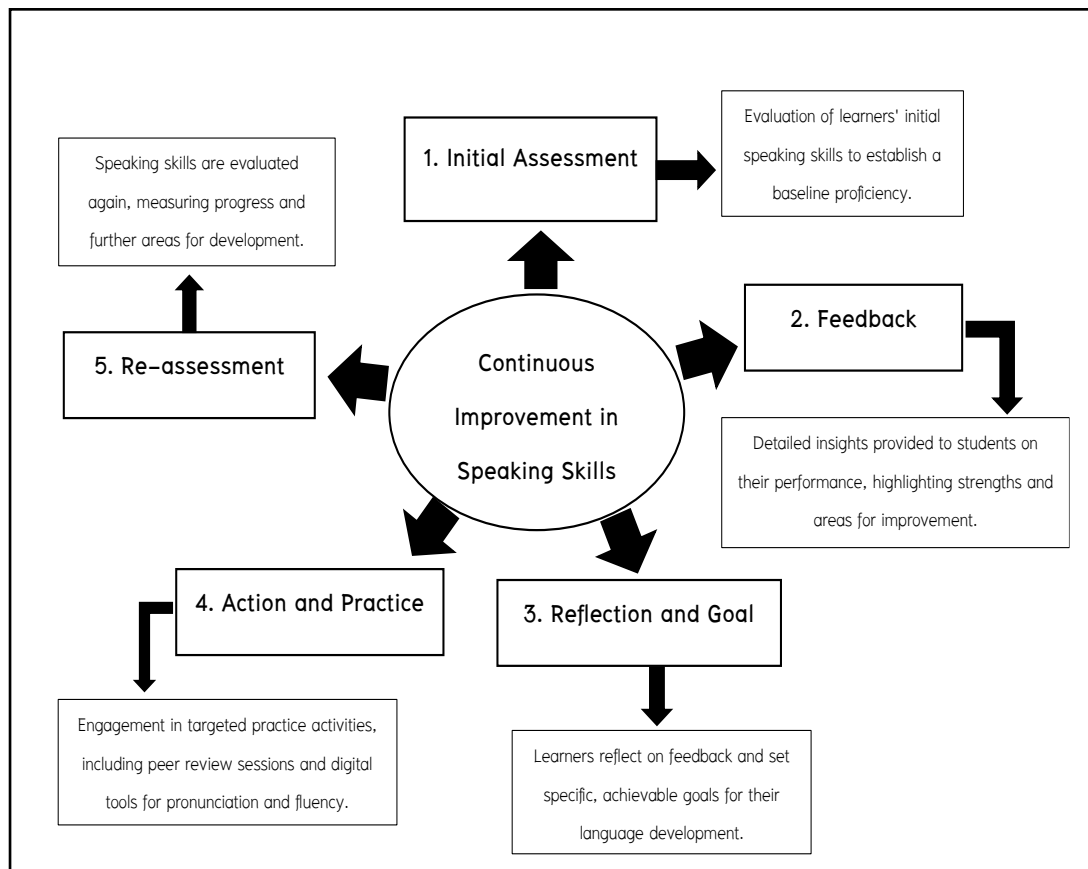


Figure 2 Cyclical Process of Formative Assessments in Language Learning

Figure 2, titled The Cyclical Process of Formative Assessments in Language Learning, presents a comprehensive illustration of the cycle encompassing formative assessments. Initial assessment is a critical component of this process, as it involves the preliminary evaluation of the learners' speaking abilities to establish a standard against which their level of proficiency can be measured. Subsequently, the 'Feedback' phase ensues, a critical stage during which thorough evaluations of performance are provided, emphasising areas that require enhancement while also acknowledging achievements.

Following the 'Reflection and Goal Setting' stage, students are provided with the chance to contemplate the feedback they have obtained. This process aids them in formulating specific and tailored objectives to advance their language skills. Students actively engage in activities designed to enhance their speaking skills throughout the 'Action and Practice' phase. These exercises employ a variety of resources and

instruments, including digital materials and peer evaluations, to enhance their pronunciation and fluency.

The last step of the cycle is the 'Re-assessment' phase, which evaluates the learners' progress and identifies new areas for development. This stage guarantees the preservation of the cycle of learning and improvement. The design prominently features the phrase "Continuous Improvement in Speaking Skills," highlighting the objective of consistently enhancing one's linguistic abilities.

In conclusion, by illustrating the formative assessment cycle, the iterative and continuous nature of language acquisition is more readily apparent. Furthermore, formative assessments not only illuminate the progress made by students but also demonstrate how they foster proactive, reflective, and progressive learning. This cycle of evaluation, comments, reflection, and concentrated practice underscores the adaptability and responsiveness of effective language instruction methodologies. The implementation of the formative evaluation cycle is critical in enhancing students' speaking proficiencies and cultivating an environment in which constructive criticism spurs progress and introspection leads to tangible progress. This method encapsulates the essence of formative assessments in language acquisition, as examined and expounded upon in this dissertation. This is centred around ongoing improvement and instruction that is directed towards the learner.

Summative Assessment in Speaking

Assessing language learning is insufficient without the use of summative assessments, which enable us to measure pupils' advancement and level of proficiency after a certain time of instruction. The objective of these tests is to provide a thorough evaluation of students' oral communication skills. These assessments might manifest in several formats, including oral examinations, presentations, and standardised tests. Hudson et al. (2012); Xi and Sawaki (2008) have made significant contributions to the field of language acquisition. They have provided insightful perspectives on the design and administration of final examinations. These perspectives include the current challenges and the efficacy of these assessments.

Students' oral competence is evaluated as a summative evaluation after each semester in university-level English as a Second Language (ESL) courses. This oral examination consists of several prompts that require students to discuss a variety of subjects, advocate for a certain stance, or present a concise statement. The primary factors considered throughout the assessment procedure are fluency, correctness, coherence, pronunciation, and the capacity to participate in impromptu conversations. The instructors have adhered to Xi and Sawaki (2008) instructions for test validation in developing this oral examination to ensure the test precisely mirrors the course content concerning the covered communication abilities. The exam is designed to replicate real-life conversations, in line with the principles of communicative language instruction. This enables a more precise evaluation of oral communication abilities.

Summative assessments also include the administration of globally acknowledged exams that evaluate the English language skills of individuals who are not native speakers, such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). By including oral components in these examinations, a more precise evaluation of students' English communication skills may be achieved. The speaking parts of most tests often include tasks such as responding to inquiries, elaborating on a subject, or engaging in a dialogue centred around a certain task.

The standardised exams consider the arguments presented by Hudson et al. (2012), who explain the essential role of summative evaluations in educational environments. The tests are designed to assess the applicant's verbal communication abilities thoroughly and reliably and to produce results that accurately represent their level of competence in a consistent and standardised manner.

Several obstacles must be addressed before reliable and authentic summative assessments of oral communication skills can be provided. According to Xi and Sawaki (2008), there is a pressing need for assessments that not only measure language accuracy but also pragmatic and interpersonal competence. The following abilities are important for effective communication: This highlights the need to do research and create innovative assessment techniques that can precisely capture the nuances of verbal communication.

Another crucial factor that enhances the dependability and accuracy of summative evaluations is their alignment with the objectives of the course and the instructional approach. According to Hudson et al. (2012), for summative tests to be regarded as valid measures of student success, they must accurately represent the communication objectives and skills emphasised over the whole session.

To accurately assess students' current proficiency levels and provide targeted guidance for their language acquisition, it is essential to use efficient assessment tools inside the language classroom. Figure 3 shown here, titled Framework of Summative Assessment in Speaking Skills, is the outcome of an extensive literature review undertaken on summative evaluations for speaking skills. The objective of this is to streamline the procedure of comprehensively viewing the whole picture, as well as all the steps included in the administration of summative assessments. The researcher created this Figure 3 representation to enhance comprehension of the process by which instructors assess the level of speaking proficiency shown by their students after each lesson. This adds to the ongoing discussion over the many approaches that might be used to assess language proficiency.

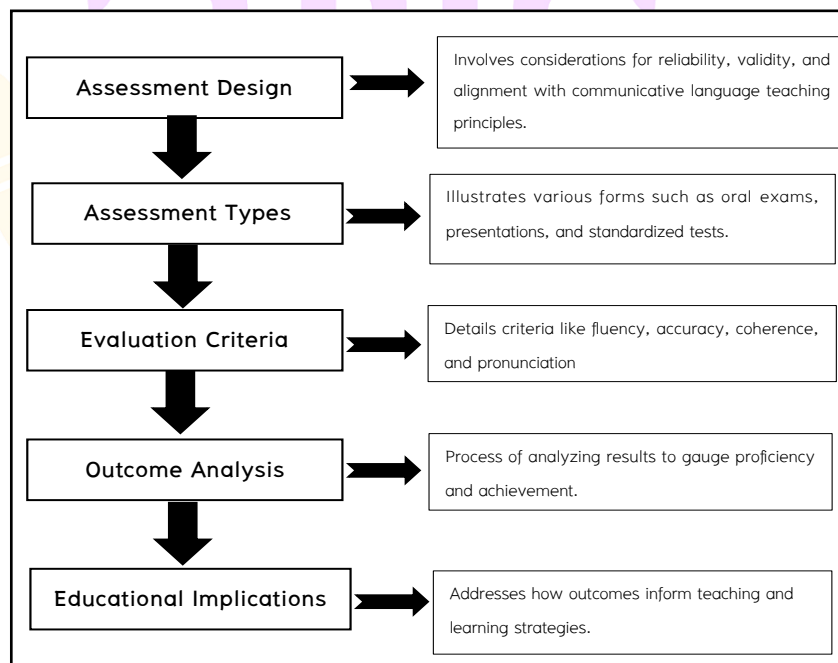


Figure 3 Framework of Summative Assessment in Speaking Skills

Figure 3, intended Framework of Summative Assessment in Speaking Skills, illustrates the use of a methodical methodology to evaluate the level of competency in speaking after each educational session. The section on "Assessment Design" emphasises the need to develop dependable assessments aligned with the objectives of education and considered valid and reliable. The "Assessment Types" rectangle emphasises the diverse variety of assessment approaches necessary for correctly evaluating speaking abilities. To conduct a comprehensive assessment of the learners' abilities, the term "evaluation criteria" delineates the precise competencies that are examined. The graphic demonstrates how assessment data are analysed using "outcome analysis" to establish the skill levels of learners. The "Educational Implications" section highlights the significance of summative assessments in influencing future teaching methods and curriculum design based on the knowledge acquired from assessment results.

In summary, The Framework of Summative Assessment in Speaking Skills is a comprehensive framework that encapsulates the fundamental principles of evaluating language learning in the context of speaking skills. Figure 3 is a visual aid that clarifies the complexities of summative evaluations and their consequences for stakeholders. A full flowchart, starting from the design phase and concluding with result analysis, is presented as a method to achieve this objective. Furthermore, this comprehensive viewpoint emphasises the need for self-reflective activities specifically tailored for language teachers, in addition to their contribution to the ongoing discourse in the academic community on assessment methods. The study aims to guide the development of language training techniques by improving the understanding of assessment processes using these representations. In summary, The Framework of Summative Assessment in Speaking Skills is a comprehensive framework that encapsulates the fundamental principles of evaluating language learning in the context of speaking skills. Figure 3 is a visual aid that clarifies the complexities of summative evaluations and their consequences for stakeholders. A full flowchart, starting from the design phase and concluding with result analysis, is presented as a method to achieve this objective. Furthermore, this comprehensive viewpoint emphasizes the need for self-reflective activities specifically tailored for language teachers, in addition to their contribution to the ongoing discourse in the academic

community on assessment methods. The study aims to give guidance for the development of language training techniques by improving the understanding of assessment processes through the usage of these representations.

Critical Thinking Skills

Critical thinking is widely regarded as a crucial skill that is highly prized at all levels of education, particularly in the areas of successful problem-solving and continuous learning. This idea encompasses the capacity for introspective and autonomous thinking, the evaluation of assertions and evidence, and the use of logical thinking to resolve problems and form conclusions. Critical thinking encompasses not only the collection of knowledge but also the thorough examination of circumstances through the process of challenging assumptions, assessing the reliability of evidence, and integrating ideas from many sources Paul and Elder (2019) . To formulate sound conclusions, critical thinking extends beyond the mere accumulation of facts.

Engaging in processes such as analysis, synthesis, and evaluation is crucial for the development of critical thinking. Participating in this intellectual pursuit necessitates that students analyse intricate information, distinguish between valid and invalid arguments, and remain receptive to revising their viewpoints based on fresh evidence Facione (2011). This skill has a broader application than only academics, as it equips individuals with the critical judgement necessary for making educated judgements in their daily lives.

According to Halpern (2003) , a key goal of educational psychology is to support students in enhancing their ability to think critically, thereby enabling them to become more skilled at problem-solving. Ennis (1987) defines it as a distinct cognitive ability marked by a natural inclination towards questioning, doubt, and introspection. Various educational strategies and models have been used to foster the development of students' critical thinking skills. These models and techniques include structured problem-solving activities and open-ended conversations that promote students' introspection and the presentation of well-reasoned arguments (Anderson and Krathwohl, 2001; Bloom, 1956).

Developing one's critical thinking skills is essential for many aspects of life, including but not limited to academic achievement, career advancement, and active participation in one's community (Dewey, 1933). To ensure that people are ready to handle the complexity of the contemporary world with analytical sharpness, ethical awareness, and intellectual agility, the effort to cultivate critical thinkers should not be seen as an educational objective but as a social need.

Definition of Critical Thinking

In the field of education, critical thinking is being promoted as a crucial talent for the 21st century. This is because it plays a vital role in helping people successfully navigate a complicated world that is filled with information. Researchers from a wide range of fields have provided a variety of interpretations that emphasise the multidimensional character of critical thinking, although people from all walks of life widely praise the notion of critical thinking. This literature review tries to traverse the varied terrain of critical thinking by diving into its development from basic ideas to modern viewpoints and shedding light on the complex tapestry of definitions, frameworks, and models that researchers have contributed to the knowledge of critical thinking.

For decades, researchers have been involved in the project of defining critical thinking, which has resulted in definitions that highlight the intricacy of the concept. According to Paul and Elder (2019), who are well-known for their substantial research on critical thinking, critical thinking is defined as the skill of assessing and evaluating thinking to improve it. Critical thinking is positioned as both a skill and a reflective practice using this definition, which emphasises the metacognitive part of critical thinking.

Facione (2011) revisits his previous consensus definition, emphasising the fact that critical thinking involves the analysis, synthesis, and assessment of knowledge that has been gathered via observation, experience, reflection, reasoning, or communication. This highlights the integration of both cognitive abilities and emotional dispositions, which is a concept that has gained momentum over the years.

Critical thinkers need to have the disposition to embrace challenges, persevere in the face of setbacks, and see effort as the path to mastery, according to Dweck (2006), who introduces the concept of a growth mindset as a critical component of critical thinking. This approach suggests that critical thinkers should have a growth mindset.

In recent years, new models have emerged that provide a systematic way to study and teach critical thinking. The updated edition of Bloom's Taxonomy (Anderson, Krathwohl, & Bloom, 2001) includes critical thinking skills at every level of cognitive ability, spanning from basic recollection to intricate processes of creation and assessment.

Critical thinking is emphasised as an important talent for traversing socio-cultural and global landscapes in the OECD's Framework for PISA 2018 OECD (2017), which mirrors this sentiment. This demonstrates an expansion of the idea to include practical problem-solving skills in addition to academic ones.

Research in the present day builds upon the core ideas that have previously provided a framework for comprehending critical thinking. One such author is Halpern, who calls for an interdisciplinary approach to teaching critical thinking (2003, revised 2020) that incorporates emotional dispositions and cognitive methods from a variety of fields.

A seminal piece of work in the digital era is that of Wineburg and McGrew (2017), who examined the use of critical thinking in assessing the reliability of sources and information found online; this study demonstrated how critical thinking abilities change over time in reaction to new technologies.

In conclusion, new dimensions and long-standing themes are exposed when one follows the historical development of critical thinking models and definitions. In this study, the researcher stresses the need to combine knowledge from numerous periods to cultivate flexible and resilient critical thinking abilities. Adopting this all-encompassing method could enable students to skillfully traverse the complex structures of the contemporary information environment.

Concept of Critical Thinking in Education

For several decades, educators and researchers have debated and innovated the idea of critical thinking in the classroom. The capacity to think critically, independently, and

reflectively, to challenge presumptions, and to make rational decisions is fundamental to critical thinking Facione (1990). Students in today's world are required to be able to solve problems in a variety of settings and traverse a complicated web of information; therefore, this talent is crucial for their success in school.

The goal of teaching students to think critically goes beyond just imparting information; this also involves helping them develop an analytical frame of mind that could benefit them well in future endeavours Halpern (2003). Developing students' critical thinking skills is one of the primary aims of education, according to the American Psychological

Critical thinking in the classroom has a theoretical foundation in a long tradition of philosophical study, educational psychology, and cognitive research. A significant framework for educational goals, Bloom's Taxonomy (first presented in 1956 and updated in 2001 by Anderson and Krathwohl) offers an ordered description of cognitive abilities, one of which is critical thinking. The most advanced level of Bloom's revised taxonomy is "creating," which forces students to combine knowledge and come up with original concepts; this represents the highest level of critical thinking.

By bringing emphasis on the significance of social interaction and cultural tools in cognitive development, Vygotsky (1978) concept of social constructivism adds to our knowledge of critical thinking. Vygotsky argued that students develop their critical thinking abilities through group projects requiring them to explain their ideas and consider other points of view.

There are several obstacles to incorporating critical thinking into the school curriculum. The first problem is that teachers lack a good, comprehensive definition of critical thinking. According to inquiries for clarification on maintaining an open mind, Ennis (2018) provides a wide description that includes several cognitive abilities and dispositions. But translating this notion into concrete pedagogical practices and measurable student progress remains no simple task.

In addition, the objectives of critical thinking education are sometimes in contradiction with the conventional framework of many educational institutions, which is defined by standardised testing and an emphasis on subject memory Robinson (2017). Due

to this disparity, there has to be a change in educational practice towards models of learning that are more inquiry-based and student-centred and that encourage investigation, inquiry, and reflection (Lombardi, 2007).

Active learning methods, such as problem-based learning Hmelo-Silver (2004) and the utilisation of real-world situations Jonassen (1999), are highly regarded in research on successful tactics for teaching critical thinking. These methods improve the practicality and generalizability of students' critical thinking abilities by having them use them in real-world situations.

Abrami et al. (2015) provides empirical research that shows how important it is to teach students how to think critically while also giving them chances to practice and get feedback. It could be inferred from this that, while critical thinking can be woven throughout many subject areas, it is equally important to teach students focused thinking skills through explicit teaching.

To sum up, critical thinking is an ever-evolving and complex collection of abilities and attitudes that are crucial for students to have in today's classrooms. Critical thinking is difficult to define and much more difficult to teach; nevertheless, there are valuable pedagogical insights about how to encourage intellectual development in the study literature. Integrating critical thinking into the curriculum is an essential objective for teachers, politicians, and researchers as approaches to learning change.

Models and Frameworks of Critical Thinking

Many theoretical models and frameworks have been put out by academics in their pursuit of better ways to teach students to think critically in the classroom. Teachers may use these theoretical frameworks as a starting point for developing critical thinking-focused lessons, lesson plans, and evaluation tools. With its wide-ranging cognitive processes, including basic recall, complicated analysis, and creative synthesis, critical thinking is as diverse as these models. Table 4 provides a comparative overview of key and current paradigms and frameworks in critical thinking education, helping to clarify the landscape of this field. Every entry provides a synopsis of the main writers, the year of their work, and important facts about how they defined and developed critical thinking abilities. Educators looking to incorporate evidence-based tactics into their lessons may find

this collection useful, and it also showcases the robust academic discourse around critical thinking. These could better understand the complexity of critical thinking and the range of instructional strategies for developing this competency by comparing and contrasting different models.

Table 4 Overview of Models and Frameworks of Critical Thinking

Researcher(s)	Year	Model/Framework	Key Details
Paul and Elder	2019	Paul–Elder Model of Critical Thinking	Focuses on elements of thought, intellectual standards, and virtues to foster disciplined thinking.
Ennis	2018	Ennis' Framework of Critical Thinking	Describes critical thinking as reasonable, reflective thinking focused on deciding what
McGuinness	2017	Activating Children's Thinking Skills (ACTS)	A curriculum aiming to develop a wide range of thinking skills, including critical thinking.
Halpern	2014	Halpern's Framework for Teaching Critical Thinking	Advocates for teaching critical thinking across the curriculum with a focus on both cognitive and affective dimensions.
Facione	2011	The Delphi Report on Critical Thinking	Outlines core cognitive skills: interpretation, analysis, evaluation, inference, explanation, and self–regulation.
Krathwohl	2002	Revised Bloom's Taxonomy	Emphasizes higher–order thinking skills: analyzing, evaluating, and creating.
Perkins, Jay and Tishman	1994	Perkins' Theory of Teachable Heuristics	Suggests that critical thinking can be taught through specific strategies or heuristics.
Sternberg	1986	Triarchic Theory of Intelligence	Proposes analytical, creative, and practical dimensions of intelligence, emphasizing analytical critical thinking.
Lipman	1975	Philosophy for Children (P4C)	Encourages critical thinking through philosophical inquiry with children.
Swartz & Parks	1994	Infusing Critical and Creative Thinking into Content Instruction	Proposes integrating critical and creative thinking skills directly into content area teaching.

The concepts and frameworks that have shaped the educational discourse on critical thinking throughout the years are summarised in Table 4. In a variety of educational settings, this stands as a monument to the intellectual effort to identify, evaluate, and foster critical thinking. The table sheds light on the complex nature of critical thinking as a cognitive talent and an educational objective by outlining important contributions from different researchers. For example, in their 2001 update to Bloom's Taxonomy, Anderson and Krathwohl highlight a hierarchical approach to cognitive development, stressing the significance of generating, assessing, and analysing as means to cultivate higher-order thinking abilities. On the other hand, the Paul-Elder model (2019) promotes a methodical approach to thinking by providing a thorough framework that combines several aspects of thinking with intellectual standards.

This comparison of models does double duty: it highlights the variety of perspectives within the profession and gives teachers a treasure trove of ideas for how to foster critical thinking in their students. Each model adds something new to our knowledge and use of critical thinking in the classroom; for example, Facione (2011) emphasises critical thinking abilities, while Dewey (1933) emphasises the process of thought.

In conclusion, it is obvious from examining different models and frameworks for critical thinking that individuals generally agree that these kinds of intellectual abilities are essential for dealing with the challenges of modern life. The many models and frameworks that shed light on critical thinking—from its cognitive processes to its emotional dispositions—provide teachers with an abundance of options for incorporating these abilities into their classroom instruction.

In addition, this approach demonstrates how critical thinking has changed over time, expanding beyond only solving problems to include a wider range of intellectual activities, including investigation, analysis, and ethical reasoning. Teachers and curriculum developers who take the opportunity to familiarise themselves with these various models could more effectively create classroom settings that inspire critical thinking and the growth of students' abilities for self-reflection and well-informed decision-making.

To sum up, the data in Table 4 indicate what the most effective approach is for developing critical thinking skills in the modern period. The following requires a paradigm shift in education that recognises the complexities of critical thinking, develops a curriculum to assist students in acquiring these abilities, and equips them to make meaningful, creative contributions to a dynamic global community.

Paul and Elder's Model of Critical Thinking (2019)

In the well-known model of critical thinking, Elder and Paul assist students in improving their critical thinking skills. To develop a method of self-reflection and disciplined thought, this model lays forth an exhaustive list of requirements: completeness, correctness, precision, relevance, depth, breadth, logic, importance, and equity. Paul and Elder (2019) state that critical thinking is based on the concept that one must have the ability to examine and criticise something, but also the attitude to do so fairly and with consideration.

An essential tool for both teachers and students, the model promotes a systematic approach to assessing the soundness of arguments and reasoning. Asking, "Could you elaborate further?" Assisting students in gaining a deeper understanding of a topic is facilitated by the provision of clear explanations since clarity is essential for comprehending concepts. To be precise, things must be spoken honestly, which begs the question, "Is that true?" With an eye for detail, precision encourages further investigation into assertions. Learners are challenged to determine the information's pertinence to the subject or problem at hand through the concept of relevance, which relates reasoning to the matter at hand. Similarly, criteria like breadth and depth promote an exhaustive investigation of subjects by weighing several viewpoints and delving deeply into their intricacies. While logic guarantees that conclusions are logical extensions of premises, significance narrows the focus of the study to the most important parts of a problem. Lastly, being fair means not being biased when evaluating arguments, which helps to ensure that different opinions are given equal weight (Paul and Elder, 2019).

Important consequences for lesson planning and pedagogical practices stem from the model's intellectual criteria. Educators create a climate that promotes and demands critical thinking by incorporating these principles into curriculum across disciplines. Accurate

problem-solving in mathematics, for instance, requires accuracy and logic, but in literature, depth and relevance require direct textual analysis. With this method, students are certain to develop a critical thinking skill set that is relevant in a wide range of situations, not just academic ones.

Paul and Elder (2019) additionally emphasise the need to engage students in active learning by providing them with real-world examples of how to apply these criteria. Student participation in classroom discussions, reflective writing, and group projects allows them to delve deeper into course content while practising critical thinking skills such as analysing arguments, evaluating evidence, and developing well-reasoned perspectives. Not only does this help them retain more of the content, but it also encourages them to reflect critically about how they utilise and produce knowledge.

Paul and Elder's framework has been widely used, demonstrating how important the approach is for developing critical thinkers. Students who are consistently exposed to these intellectual norms exhibit higher levels of engagement, better analytical abilities, and a larger ability for independent thinking, according to educators. In an age defined by complicated social concerns and fast information interchange, the model's influence goes beyond academic success by encouraging intellectual modesty and curiosity.

Finally, by promoting self-reflection and self-control in the classroom, Paul and Elder's critical thinking model lays a solid foundation for academic success. The emphasis on intellectual standards provides a clear means for teachers and students to acquire the critical thinking, evaluation, and creative abilities needed to thrive in the modern world (Paul and Elder, 2019)

Paul and Elder's Model of Critical Thinking (2019) is a foundational work in educational philosophy that aims to develop students' analytical skills and reflective judgement. By delineating a collection of cognitive standards that are essential for the discerning examination of arguments and ideas, this model emphasises the value of thinking processes that are fair, accurate, precise, deep, wide, logical, and significant. The following figure 4 summarises these principles graphically, showing how they all work together to encourage a methodical approach to critical thinking.

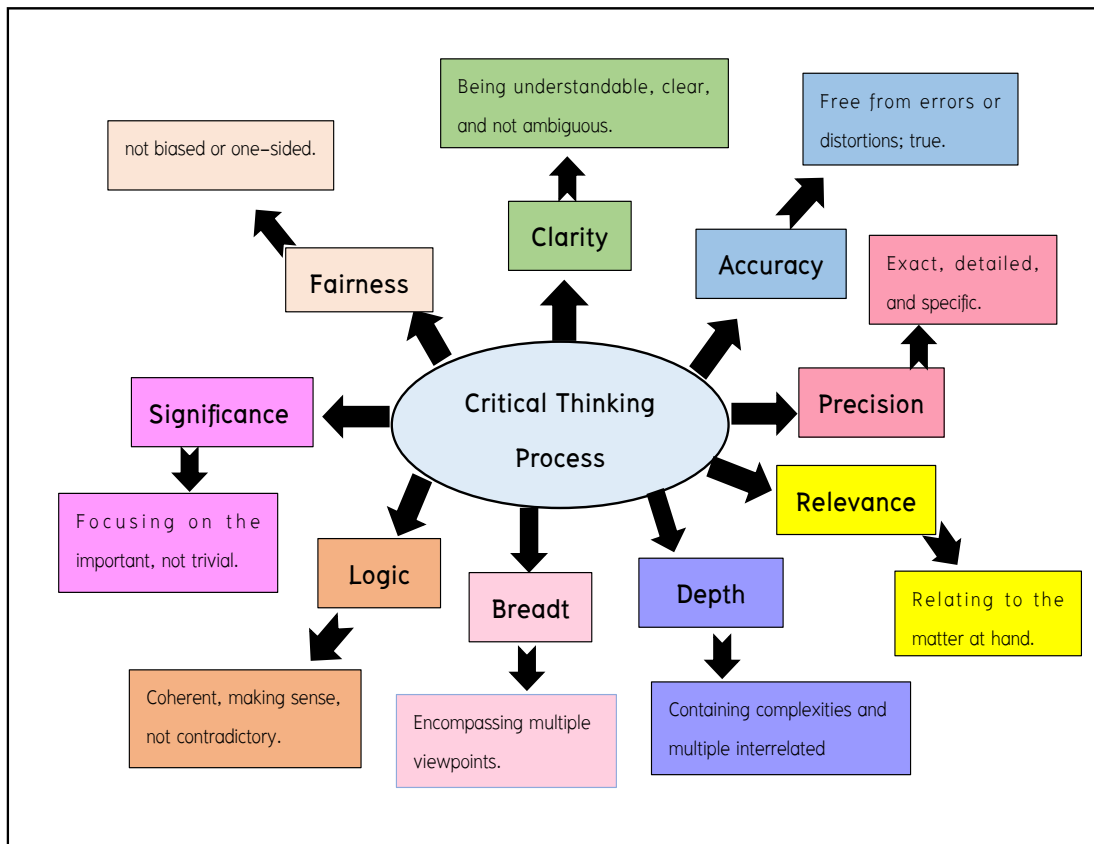


Figure 4 Visual Representation of Paul and Elder's Model of Critical Thinking (2019)

Figure 4 illustrates Paul and Elder (2019) all-encompassing framework, which revolves around the critical thinking process and extends outward to the eight underlying intellectual norms. The image centres on the "critical thinking process" as the central element of critical engagement, with intellectual standards circling like vital satellites. Connected to the primary process, each satellite represents a different aspect of thinking that has to be examined and evaluated. These aspects include clarity, accuracy, precision, relevance, depth, breadth, logic, importance, and fairness. The arrangement was created to show how critical thinking is always evolving, with various standards working together to help people through the tricky parts of reasoning and give them a fair grade.

In addition to providing a useful teaching tool, Figure 4 of Paul and Elder's Model of Critical Thinking exemplifies the model's comprehensive strategy for intellectual growth. Figure 4 highlights the many facets of critical thinking by outlining the relevance and use of each intellectual norm; this helps to drive home the point that critical thinking is not a simple procedure but rather an intricate network of interrelated mental operations. Figure 4 shows the approach in action; this encourages teachers and students to develop a more sophisticated view of critical thinking while also fostering an educational culture that places a premium on thoroughness, equity, and rigour. In including this number in the study, it is evident that possessing the capacity for critical thinking is essential for addressing present-day issues, and Paul and Elder's approach offers a robust foundation for developing this skill.

Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)

The original taxonomy was reevaluated and expanded upon in the influential 2001 publication *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* by Anderson and Krathwohl. The revised model offers a more precise and practical method of categorising educational aims by combining cognitive processes with knowledge categories in a two-dimensional framework. Teachers could apply this taxonomy as an outline to design lessons that encourage a more well-rounded approach to education, one that places equal emphasis on students' ability to think critically, solve problems creatively, and acquire general information.

Cognitive Process Dimension

Frameworks that describe and organise the thought processes involved in learning have a significant impact on the idea of cognitive growth in educational contexts. In their seminal 2001 version of Bloom's Taxonomy, Anderson and Krathwohl described the cognitive process dimension as one such important paradigm. This dimension offers a framework for understanding and promoting the growth of cognitive capacities, spanning from the acquisition of basic information to the synthesis and generation of new concepts. Each node in the taxonomy represents a distinct stage in the learner's cognitive development, and together they form a chain of essential cognitive abilities for the learning process.

The Cognitive Process Dimension chart provides teachers with a good idea of how their students' minds work as they go through the learning process. Start with "remembering" and work your way up to "creating," each of which represents a different set of cognitive operations. This table provides educators with a diagnostic and prescriptive tool for curriculum design and pedagogical technique by illustrating the complexity of tasks and activities that are associated with each level.

Table 5 Cognitive Process Dimension

Level	Description	Examples of Activities
Remember	Retrieving relevant knowledge from long-term memory.	Recalling facts and basic concepts.
Understand	Constructing meaning from instructional messages, including oral, written, and graphic communication.	Summarizing, interpreting, exemplifying.
Apply	Carrying out or using a procedure in a given situation.	Implementing, executing.
Analyze	Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose.	Differentiating, organizing, attributing.
Evaluate	Making judgments based on criteria and standards.	Checking, critiquing.
Create	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure.	Generating, planning, producing.

Table 5 serves as an interpretive guide for Anderson and Krathwohl Revised Bloom's Taxonomy, emphasizing the progression of cognitive activities that are fundamental in the learning process. It depicts the ascending order of cognitive operations that begin with the retrieval of knowledge and culminate in the creation of novel ideas and products.

At the base of the taxonomy is "remembering," a process where learners recall information such as facts, terms, and basic concepts. This stage is crucial, as it forms the foundation upon which further cognitive skills are built. As one ascends the taxonomy, the next level, "understanding," involves grasping the meaning of instructional messages, interpreting, and extrapolating from what has been learned.

"Applying" is characterised using information in new contexts, requiring the learner to go beyond mere recognition and understand the operational aspects of knowledge. At the "analysing" stage, the learner deconstructs knowledge into constituent elements, establishing relationships and drawing connections that reveal the underlying structure of the information.

"Evaluating" commands a higher level of judgement, as learners assess information based on criteria and standards to form reasoned judgements and decisions. The apex of cognitive processes, "Creating," is where learners synthesise elements in innovative ways, generating new patterns, ideas, or artefacts that demonstrate a deep mastery of the subject matter.

In conclusion, Table 5, portraying the cognitive process dimension, articulates a structured pathway for developing and assessing higher-order thinking skills. It reflects an educational aspiration that moves beyond the mere accumulation of knowledge, advocating for an approach that encourages learners to critically engage with content, analyse complex information, judge its validity, and contribute creatively to their fields of study.

This framework emphasises the transformation of learning from knowledge consumption to knowledge production, a shift that is essential in modern education. As learners climb the levels of the cognitive process dimension, they cultivate a set of skills that are not only academically enriching but also essential for success in the professional and personal realms. The taxonomy, therefore, is not just a pedagogical tool but a roadmap for cultivating a rich, analytical, and inventive mindset in learners, equipping them to face the challenges of a complex, rapidly changing world.

Knowledge Dimension

In the quest to refine educational objectives and assessment, the knowledge dimension plays a crucial role by providing a taxonomy that categorises the content of learning. Anderson and Krathwohl (2001) Revised Bloom's Taxonomy expands upon cognitive processes by introducing a detailed classification of knowledge types. This schema delineates what students are expected to know, covering the range from discrete, elemental facts to conceptual frameworks and procedural know-how. The forthcoming table 6, titled "Knowledge Dimension," offers an insightful view into these varied types of knowledge, setting the stage for a comprehensive understanding of the instructional content essential for effective teaching and profound learning experiences.

Table 6 Knowledge Dimension

Type	Description	Examples of Concepts
Factual Knowledge	Foundational concepts that students need to understand to gain familiarity with a field and solve problems related to it.	Terminology, specific details.
Conceptual Knowledge	The interrelationships of the fundamental components within a broader framework allow them to operate together.	Classifications, principles, theories.
Procedural Knowledge	The process of doing a task approaches to investigating, and standards for using abilities, algorithms, strategies, and procedures.	Skills, techniques, methods.
Metacognitive Knowledge	the capacity to possess self-awareness and understanding of one's cognitive processes, as well as a broader understanding of cognition in general.	Strategic knowledge, knowledge about cognitive tasks, self-knowledge.

Table 6 breaks down the types of knowledge into four categories, each with distinct characteristics and implications for teaching and learning. The first category, factual knowledge, encompasses the basic elements and discrete pieces of information that students are expected to remember. Conceptual knowledge follows, representing a deeper understanding, including the interrelationships among the basic elements within a larger structure.

Procedural knowledge encapsulates the practical know-how of a discipline, encompassing the skills, techniques, and methods students need to acquire, along with an understanding of the criteria for employing these procedures accurately. The ultimate category, metacognitive knowledge, entails an awareness of one's cognitive processes, allowing students to reflect on and regulate their learning strategies.

In summary, the Knowledge Dimension table emphasises the multifaceted nature of learning and underlines the importance of addressing each category of knowledge within the educational process. It highlights the need for a balanced approach to curriculum design that does not only focus on the accumulation of facts but also nurtures a deeper conceptual and procedural understanding and promotes metacognitive skills. By embedding these dimensions into curricular and instructional design, educators can foster a more dynamic and enriching educational experience that equips students with the knowledge and cognitive skills to thrive in complex academic and real-world settings.

The introduction to the Cognitive Process Dimension table underscores its significance as a guiding framework for educational practices. It emphasizes the importance of shifting from passive receivers of information to active constructors of knowledge, necessitating a thoughtful alignment of learning activities with various cognitive processes. Anderson and Krathwohl (2001) serves as a sophisticated tool for categorizing learning outcomes and instructional objectives within the context of cognitive development in education. This model, rooted in the cognitive activity dimension, delineates a hierarchical progression from basic remembering to advanced producing, illustrating the complexity of cognitive growth. Such frameworks empower both educators and learners in curriculum development, enhancing students' understanding of their cognitive processes and fostering meaningful learning experiences. The six escalating stages, each symbolising an essential turning point in the learner's cognitive growth, are graphically shown in Figure 5: The Cognitive Process Dimension in Revised Bloom's Taxonomy. Both teachers and students may benefit from this illustration while developing a curriculum; this aids students to better comprehend the interdependence and complexity of their cognitive processes as they study.

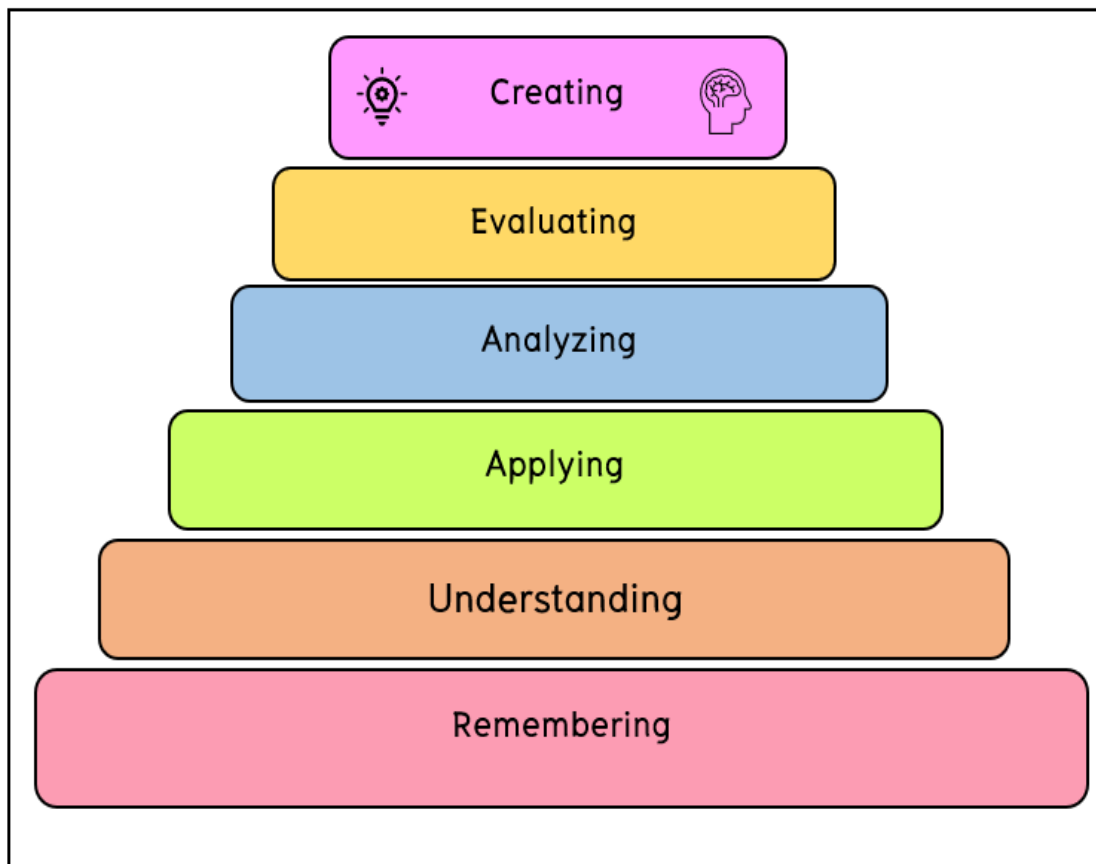


Figure 5 Cognitive Process Dimension of the Revised Bloom's Taxonomy (created by the researcher, based on the framework by Anderson and Krathwohl (2001))

An educational context's cognitive abilities are depicted in Figure 5, a hierarchical framework inspired by Anderson and Krathwohl (2001) work on Bloom's Taxonomy. The graphic illustrates different levels of cognitive complexity, starting with "Remembering," where students recall facts and basic concepts. Moving to "Understanding," students make sense of the information, clarifying ideas or concepts as needed. "Applying" involves using learned knowledge in new situations, while "Analyzing" requires dissecting information to identify underlying patterns or structures. "Evaluating" involves critiquing and judging information or products based on established criteria. Finally, at the pinnacle of the hierarchy is "Creating," characterized by synthesizing disparate elements to form a new whole or generating entirely new concepts. This level of cognitive processing requires

advanced expertise and originality, involving the creation of novel patterns, structures, or ideas. Educators can utilize this hierarchical model as a guide for designing assessments and curricula aimed at challenging students to engage in critical thinking and problem-solving at increasingly complex levels, thus equipping them for success in higher education and beyond. In conclusion, the Cognitive Process Dimension of the Revised Bloom's Taxonomy is summarised in Figure 5, which indicates how cognitive capacities proceed from basic memory to advanced invention. By providing a framework for instructional design, this taxonomy assists in organising educational goals and ensures that learners interact with content at different degrees of cognitive strain. Thus, it continues to be an essential part of educational theory and practice, supporting teachers to create learning environments that encourage critical thinking and originality.

When learners incorporate the cognitive processes depicted in Figure 5 into their educational journey, they become more adept at grappling with intricate concepts, employing their knowledge across varied and multifaceted scenarios, and navigating an information-rich environment effectively.

Facione Consensus Statement on Critical Thinking (2015)

"Critical Thinking: What It Is and Why It Counts," written by Facione (2011), is a significant contribution to the ongoing discussion on critical thinking in the realms of education and the professional environment. What is the reason? Due to its thorough exploration of the subject of critical thinking and its provision of a conclusive examination of its essence and importance. Facione (2011) achieved two significant milestones: the consolidation of expert opinions and the development of a globally recognized framework and terminology for critical thinking. This consensus emphasizes the six primary cognitive faculties that constitute critical thinking. These talents encompass self-regulation, as well as the ability to elucidate, scrutinize, and assess. Possessing these abilities is essential for making sound judgements, resolving issues, and engaging in rational thinking, whether you are in an educational setting or simply navigating through life.

According to Facione (2011), critical thinking is a crucial talent for professional success and personal development, which goes beyond academic studies. Educators, students, and professionals all benefit from a well-structured framework that promotes the

development, evaluation, and improvement of critical faculties—the cognitive skills that comprise critical thinking. Everyone could benefit from improving their critical thinking skills to address the challenges of modern society, as Facione consensus statement covers a wide variety of themes from educational strategies to civic involvement.

In addition, how to include critical thinking abilities into lesson planning, syllabi development, and student evaluation may be found in Facione framework. Educational practitioners can actively promote critical thinking competencies through the approaches proposed by Facione (2011), which outlines key cognitive processes that support critical thinking. These critical thinking skills are highly valued in professional settings for making ethical decisions, developing strategies, and addressing problems adaptively. This is clear that these skills must be constantly improved, even outside of the classroom.

Finally, the consensus-derived framework that Facione (2011) used to explain critical thinking sheds light on how people might develop a self-controlled and introspective style of perceiving and interacting with the environment. This literature review will further outline the contours of critical thinking as a necessary skill set for the 21st century by examining several models and frameworks of critical thinking, including but not limited to Facione articulation.

Core Cognitive Skills in Critical Thinking

According to Facione (2011), there are six fundamental mental abilities needed for effective critical thinking:

1. Interpretation: Being able to interpret anything is being able to understand and articulate the relevance of various facts, circumstances, judgements, views, standards, processes, rules, and criteria.

2. Analysis: To express beliefs, judgements, experiences, reasons, facts, opinions, statements, questions, concepts, descriptions, or any other type of representation must be analysed to discover the actual and intended inferential links among them.

3. Evaluation: For evaluation, it is necessary to determine how well statements, descriptions, questions, or other representations convey the subject's actual or intended inferential relationships with one another, as well as the veracity of the subject's perceptions, experiences, situations, judgements, beliefs, or opinions.

4. Inference: To make an informed decision, one must engage in the process of inference, which entails considering pertinent information and drawing reasonable conclusions from premises or evidence.

5. Explanation: The ability to explain one's thinking by referring to the conceptual, evidential, methodological, criteriological, or contextual factors that formed the basis of one's results is an essential talent in scientific inquiry.

6. Self-regulation: Using one's analytical and evaluative abilities to one's inferential judgements is an example of self-regulation in action. Cognitive processes, the components employed in those activities, and the results are all aspects of self-regulation.

Facione theoretical framework (2015) has received acclaim for its broad applicability, including not just academics but also professional and civic domains. This emphasises the crucial importance of critical thinking in effectively navigating the intricacies of contemporary existence, enhancing individuals' ability to make rational decisions, discover resolutions to challenges, and engage in thoughtful evaluations of various circumstances.

The curriculum and instruction are guided by Facione consensus statement to attain these competencies. The framework guides assessing, teaching, and achieving learning objectives to prepare students for academic success and lifelong learning. The mentioned abilities facilitate the exercise of leadership, problem-solving, and ethical decision-making in professional environments. These cognitive abilities enhance creativity, strategic planning, and adaptive problem-solving in organisations and industries.

In conclusion, Facione Consensus Statement on Critical Thinking is a valuable contribution to the understanding and advancement of critical thinking. Facione work contributes to a deeper understanding of the critical thinking process by establishing a core set of cognitive talents and emphasizing their importance in many aspects of life. His work promotes educational techniques and professional development that prioritize critical thinking skills, which are essential for navigating the problems of the 21st century. Additionally, his work promotes the development of critical thinking skills via an interdisciplinary approach.

The Consensus Statement on Critical Thinking by Facione (2011) establishes the foundation for the study of critical thinking by defining the six fundamental cognitive abilities necessary for effective reasoning to solve problems. The researcher has compiled all the data into a complete graphic in Figure 6 to simplify and illustrate these intricate parts.

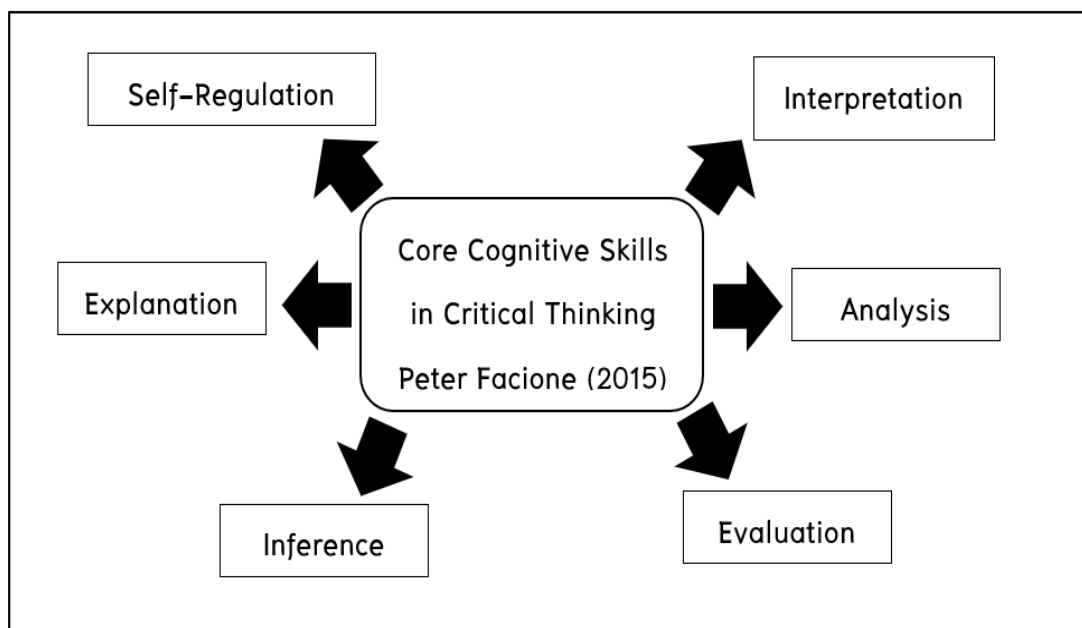


Figure 6 Core Cognitive Skills in Critical Thinking

Figure 6 illustrates Facione (2011) six critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation. Critical thinking involves all these talents, and the arrows demonstrate their interactions. The arrangement emphasises that each talent is distinct yet works together to encourage critical thinking. Additionally, the figure emphasises:

1. Interpretation is the basis for comprehending communication
2. Analysis and evaluation enhance information interpretation
3. Conclusion and reasoning are derived through inference and explanation
4. Self-regulation oversees critical thinking to refine and improve accuracy.

Facione essential cognitive processes are visually shown to aid learners and educators in comprehending critical thinking. "Figure 6: Core Cognitive Skills in Critical Thinking" provides a concise overview of the cognitive abilities necessary for thorough analysis and effective decision-making. This demonstrates that critical thinking is a comprehensive process that demands the utilisation of several cognitive aptitudes. This visual representation, derived from Facione (2011) authoritative agreement among experts, serves to elucidate and instruct about critical thinking in both educational and professional environments.

Ennis' Framework of Critical Thinking

Critical thinking has always been a crucial element of excellent education, encouraging learners to comprehend complex circumstances and devise rational answers to dilemmas. Ennis (2011) presents a comprehensive and valuable framework for comprehending and instructing critical thinking, notwithstanding the existence of many perspectives on the subject. His renowned book "The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities" Ennis (2011), presents a framework for cultivating critical thinkers.

Ennis (2011) provided a concise definition of critical thinking in educational psychology as "the process of using logical and reflective thinking to make informed decisions about what to believe or do." This formulation was a crucial turning point in the discussion of critical thinking within the realm of educational psychology. This explanation effectively captures the core of critical thinking by focusing on the three essential elements of the process: reasoning, introspection, and decision-making. Ennis's writings on critical thinking provide a catalyst for readers to delve further into the topic matter, rather than providing a superficial overview.

Ennis categorises critical thinking into two components: dispositions and capabilities. Dispositions refer to individuals' inclinations or tendencies towards critical thinking in the processes of problem-solving and decision-making. These qualities include open-mindedness, a preparedness to explore, and a desire to evaluate alternatives Ennis (2011).

On the other hand, abilities are the skills needed to successfully use critical thinking. Among the many skills that Ennis claimed are essential for good critical thinking are:

Analyzing Arguments: The skill of analysing and comprehending the organisation of arguments, including the capacity to recognise premises and conclusions and assess the validity of each Ennis (2011).

Making Inferences: The ability to generate valid inferences based on known facts, which requires familiarity with both the content and its presenting context Ennis (2011).

Evaluating Evidence: Evaluating the evidence for findings or judgements in terms of its credibility, relevance, and dependability Ennis (2011).

Ennis's critical thinking abilities and dispositions provide a thorough framework for instructors seeking to include critical thinking in their courses. Ennis' paradigm is valuable in several academic contexts due to its versatility. To facilitate their students' ability to assess the veracity and bias of historical sources, as well as to develop educated perspectives on previous events, history professors may use Ennis' framework.

Ennis has been receiving praise from individuals all around the academic world for the work that he has done to define and explain critical thinking. In response to his framework, more research and methods have been created to achieve a deeper comprehension of critical thinking and put it into practice in educational environments. Taking Ennis's groundbreaking study as an example, Facione (2011) extends it by analysing the experts' common concept of critical thinking as a consensus idea. This investigation highlights the mental capacities and inclinations that are shared by several individuals. Halpern (2014) contributes to the conversation by bringing attention to the role of critical thinking within the field of cognitive psychology. This is in line with Ennis's emphasis on the relevance of dispositions and abilities.

The following table is an attempt to condense the results of an extensive examination of the fundamental elements central to Ennis' theory of critical thinking. This method makes it possible to teach analytical and reflective students the critical thinking skills and attitudes that are essential to their success in school. The researcher aids

comparison and comprehension of Ennis (2011) important attitudes and abilities for successful critical thinking by summarizing these components in Table 7. Not only is this graphic overview useful for both students and teachers, but it also provides the foundation for incorporating these essential components into a wide range of pedagogical approaches and course offerings. To create a culture of critical thinking within educational settings, the following table summarises Ennis' framework and emphasises its relevance and significance.

Table 7 Core Components of Ennis' Critical Thinking Framework

CATEGORY	COMPONENT	DESCRIPTION
ABILITIES	Analyzing Arguments	The process of dissecting arguments into their constituent elements and understanding their structure and content.
	Making Inferences	Drawing logical conclusions from available information. Requires understanding context and extrapolating data.
	Evaluating Evidence	Assessing the credibility, relevance, and reliability of information presented as evidence.
DISPOSITIONS	Curiosity	The desire to learn more and willingness to engage with complex questions. Drives exploration of various viewpoints.
	Open-mindedness	Being receptive to new ideas and different perspectives, even those challenging one's preconceptions.
	Skepticism	Adopting a questioning attitude towards claims until sufficient evidence is provided.

Table 7 is divided into two main sections to represent the two distinct aspects of critical thinking. The first section focuses on abilities, which encompass the cognitive skills of analysis, inference, and evaluation of evidence. The second section focuses on dispositions, which encompass the emotional attitudes that facilitate learning and problem-solving through critical thinking. The "Component" column enumerates specific attributes or abilities, while the "Description" column provides a comprehensive overview, emphasising the interplay of various elements in fostering robust critical thinking abilities.

In summary, Table 7 Ennis' critical thinking framework offers a succinct and comprehensible overview that emphasises the significance of emotional and cognitive characteristics in developing prospective critical thinkers. This table provides a useful reference for Ennis' critical thinking components, emphasising their significance in educational settings. This promotes a pedagogical strategy that focuses on developing introspective, analytical, and open-minded learners.

Ennis's Framework for Critical Thinking Assessment

Ennis's critical thinking research served to assist educational psychologists assess students' skills. Ennis (2011) advocates for assessment methods that accurately assess critical thinking abilities despite the difficulty of assessing complex cognitive processes. This literature study compares Ennis's critical thinking evaluation approaches to those of current experts and their challenges. Ennis's innovative work on critical thinking evaluation provides a detailed approach. In his 2011 study, Ennis outlines essential requirements for advanced critical thinking evaluation. Critical thinking assessments ought to be clarity, relevance, logical consistency, and fairness.

1. Clarity

Clarity in assessment tasks is crucial. This requires clearly communicating issues and problems to students. Ennis (2011) advocates avoiding unnecessary terminology that may obscure the task's goal when drafting evaluation assignments. When analysing basic instructions, students critical thinking abilities matter more than their comprehension.

2. Relevance

Relevance is key in Ennis's viewpoint. To ensure that the skills being tested are relevant to real-world situations, assessments should be tightly tied to critical thinking applications. Making choices and solving difficulties in everyday life requires critical thinking, and this approach shows its practicality.

3. Logical Consistency

Logical consistency in assessment activities is another Ennis emphasis. Tasks must be rational and consistent. Assessments examine students' abilities to understand and analyse arguments, identify logical fallacies, and develop sound arguments. Teachers that emphasise logic could assist students think better.

4. Fairness

Ennis (2011) defines fairness as creating unbiased evaluation assignments. When assessing critical thinking, activities should not unjustly target students based on irrelevant prior knowledge. For inclusive and equitable critical thinking assessment, Ennis recommends a range of methods suitable for varied learning styles and experiences.

Ennis (2011) supports non-traditional testing methods to better capture critical thinking complexity. Performance-based tasks like debates, simulations, and case studies challenge students' critical thinking in complex, ever-changing scenarios. Ennis believes that tying assessment tasks to real-world applications improves critical thinking evaluation and student engagement and motivation. Ennis's framework requires a major reform of critical thinking assessment in schools. Best examinations require students to use critical thinking in real-world situations. Teamwork and Ennis's critical thinking criterion may be used in these projects. Examples include ethical reasoning, strategic planning, and critical analysis. Following Ennis's framework, educators may construct assessments that better reflect students' abilities in navigating the contemporary environment and are more in line with critical thinking instruction.

A systematic approach is needed to accurately assess critical thinking abilities due to their complexity and intricacies. After reviewing Ennis's critical thinking evaluation criteria, the following table summarises the essential elements for assessing critical

thinking skills. Successful critical thinking exams need clarity, relevance, logical consistency, fairness, and varied methods. This summary table clarifies Ennis's concepts.

Table 8 Ennis's Framework for Effective Assessment of Critical Thinking Skills

CRITERIA	DESCRIPTION	APPLICATION IN EDUCATIONAL CONTEXTS
CLARITY	Assessment tasks should be understandable and unambiguous.	Ensuring straightforward wording and avoidance of jargon in task instructions.
RELEVANCE	Tasks should relate to real-life applications of critical thinking.	Incorporating case studies and problem-solving tasks that mirror real-world scenarios.
LOGICAL CONSISTENCY	Assessments should be coherent and follow logical principles.	Challenging students to evaluate arguments and identify logical fallacies.
FAIRNESS	Creating unbiased tasks that are equitable for all students.	Designing assessments that do not require background knowledge irrelevant to critical thinking.
DIVERSE METHODOLOGIES	Employing varied assessment methodologies beyond traditional tests.	Using performance-based tasks like debates and simulations to evaluate critical thinking skills.

Table 8's column represents Ennis's critical thinking framework's important components. Ennis' four major requirements for a good assessment are clarity, relevance, logical consistency, and fairness. Multiple methods should be employed. These criteria and their classroom application will be explained in the following columns. The table highlights Ennis's comprehensive critical thinking evaluation technique, giving researchers and

instructors a foundation for developing and implementing trustworthy assessment instruments.

In conclusion, table 8 highlights Ennis's critical thinking assessment framework's emphasis on clarity, relevance, logical consistency, and fairness criteria for assessment. Using many assessment methods may help teachers evaluate students' critical thinking, foster deeper thought, and prepare them for complex real-world circumstances. Although teachers and curriculum designers are continually trying to encourage and evaluate students' critical thinking abilities, this structured assessment allows for complete evaluation as well as actual intellectual progress.

Rubrics for Critical Thinking Assessment

Educational psychology emphasises critical thinking to prepare students for academic and professional success. Rubrics are vital for assessing students' analytical, evaluative, and creative skills in 21st-century education. This literature review covers critical thinking rubrics' creation, implementation, and impact in diverse educational contexts, using ideas from (Facione, 2011), Paul and Elder (2019) , and others. This examination of academic contributions over the previous decade shows how rubrics foster reflective thinking and informed judgement by highlighting the subtle link between assessment procedures and educational aims.

Facione (2011) 's Contribution to Critical Thinking Assessment

Facione (2011) marked a significant milestone in the field of critical thinking and evaluation. Facione, in his work "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction," highlights critical thinking as an essential skill for achieving academic excellence and progressing in one's profession. This part examines Facione paradigm and its application in educational assessment.

According to Facione (2011), experts from diverse professions agree on a definition of critical thinking. This concept of critical thinking emphasises interpretation, analysis, inference, assessment, explanation, and self-regulation. Integrating these cognitive talents with critical thinking characteristics like open-mindedness, curiosity, and acceptance of other ideas, his paradigm presents a revolutionary explanation of critical thinking.

One of Facione (2011) most successful applications is educational assessment. Teachers may utilise Facione (2011) list of critical thinking skills to build accurate rubrics. A rubric based on his theory might measure students' ability to make conclusions from limited information or analyse arguments, providing valuable feedback that helps build an interesting classroom. Facione (2011) influences assessment instrument creation. His work has inspired cross-disciplinary curriculum designs that emphasise critical thinking. Facione (2011) advocacy for explicit teaching and assessment of critical thinking has forced educational institutions to examine and improve their instructional techniques, preparing students for nowadays complicated environment.

Critical thinking has been studied by educators and theorists for decades, deepening the knowledge of its components and uses. One notable addition is (Facione, 2011) critical thinking work. The concept is straightforward and applicable to many professional and educational situations. The purpose of this section is to illustrate Facione critical thinking assessment approach. The following figure supports analytical thinking and good decision-making utilising six cognitive capacities.



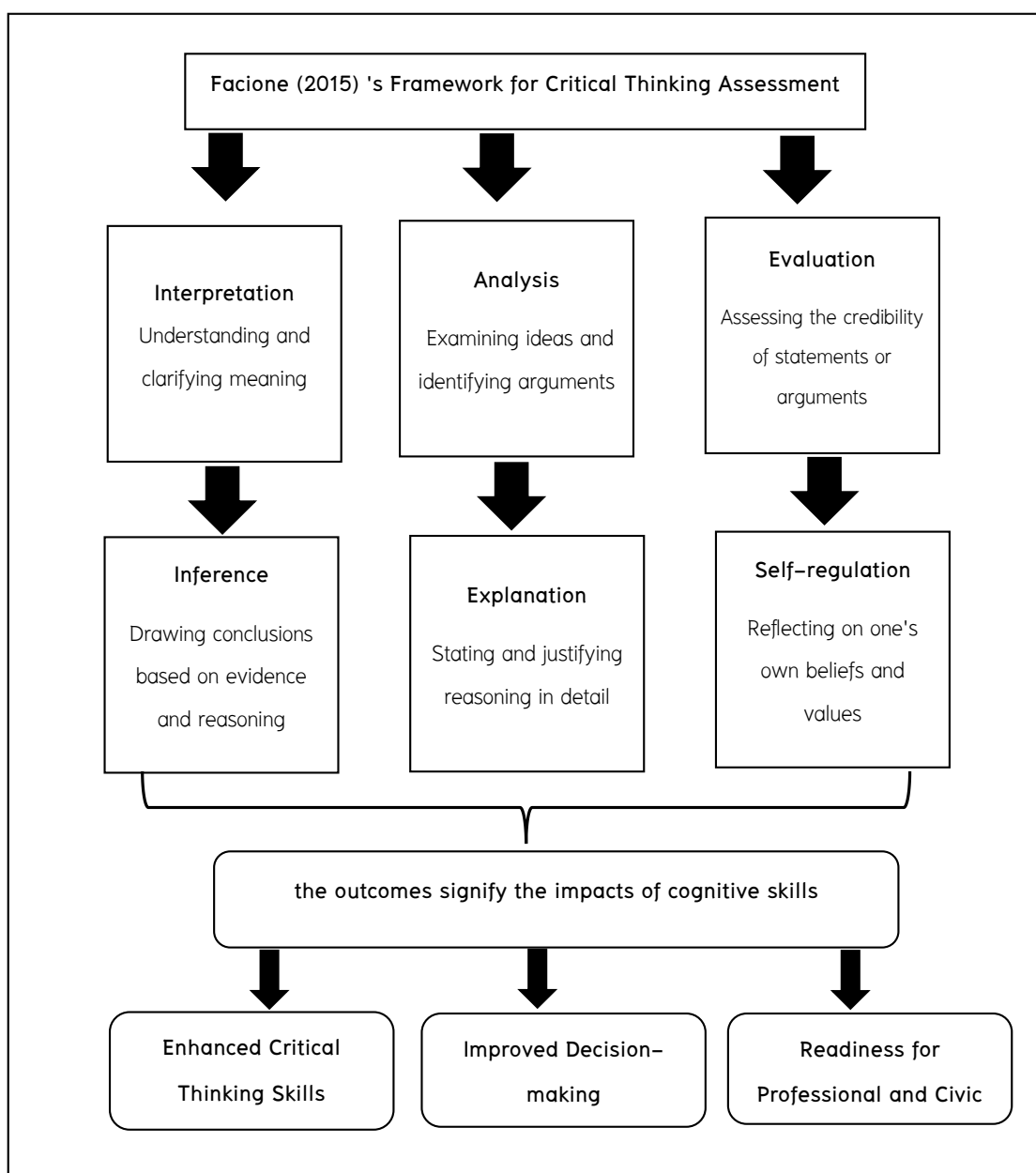


Figure 7 Facione (2015)'s Contribution to Critical Thinking Assessment

Figure 7 illustrates Facione (2011) well-known critical thinking assessment system. Critical analysis and decision-making require cognitive processes that this approach discusses. Critical thinkers need several cognitive talents, each rectangle representing one. "Interpretation," which involves understanding and clarifying meanings, is followed by "Analysis," which involves examining ideas and identifying conflicting viewpoints.

'Evaluation' involves critically assessing statements or arguments, whereas 'Inference' involves drawing inferences from present evidence. 'Explanation' requires comprehensive reasoning, whereas 'Self-regulation' entails considering one's thoughts and values, demonstrating self-correction.

The arrows to the outcomes show that developing these abilities improves critical thinking, decision-making, and professional and civic readiness. As critical thinking skills transcend academics and into every sphere of life, these outcomes show their transformative power. They form a person who is capable of handling modern society's complexity.

Paul and Elder (2019) 's Framework to Enhance Critical Thinking Assessment Practices

(Paul and Elder, 2019) critical thinking assessment framework provide a multi-faceted approach to gauging students' critical thinking skills. Their method highlights the need to include intellectual factors in the assessment process. Fairness, depth, breadth, rationality, correctness, accuracy, and relevancy are all part of these criteria. Deliberate analysis, successful problem-solving, and reasoned decision-making in a variety of contexts are the goals of this approach.

Teachers in higher education often utilise Paul and Elder's criteria to create rubrics that students may use to improve their writing, oral presentations, and other forms of student work. This is a perfect illustration of the potential practical use of their evaluation method. Case studies with moral dilemmas may be an integral element of courses that teach students to think ethically. Using the framework created by Paul and Elder (2019) as a basis, the rubric would assess students' capacities to articulate the ethical issues clearly, substantiate their arguments with appropriate evidence, weigh the pros and cons of potential actions, and think about the bigger picture considering their findings. This guarantees that students' ability to apply their critical thinking abilities to real-world challenges is tested, as is their comprehension of ethical values.

Paul and Elder (2019) critical thinking assessment processes may assist teachers build a classroom environment that encourages students' intellectual curiosity, encourages engagement, and prepares them for the complexity of their future occupations and

communities. By having students reflect on their thinking processes, these exams help them develop cognitive skills and encourage intellectual advancement.

Developing students' critical thinking skills is crucial for educational institutions, as it will equip them to tackle the complex challenges of the 21st century. A thorough approach has been developed by Paul and Elder (2019) to enhance the assessment of critical thinking skills in different classroom settings. The requirement that arose prompted the construction of this structure. This model places a focus on using intellectual criteria in evaluations. Both the depth and quality of the students' topic knowledge and the thinking processes they use must be assessed. By distilling its core criteria and demonstrating their practical significance within the context of higher education facilities, the following table exemplifies Paul and Elder (2019) 's methodology. This section aims to provide teachers with actionable suggestions for creating effective critical thinking assessments that align with current educational objectives.

Table 9 Application of Paul and Elder (2019) Framework in Critical Thinking Assessment

Criteria	Description	Practical Application
Fairness	Consideration of multiple viewpoints without bias.	Developing case studies that require students to explore and discuss various perspectives on an issue.
Depth	Exploring the complexities and intricacies of the problem.	Incorporating complex real-world problems that demand in-depth analysis and evaluation.
Breadth	Including different viewpoints and solutions in the analysis.	Encouraging students to consider and evaluate a wide range of potential solutions to a problem.
Rationality	Logic and coherence in argumentation and decision-making.	Assigning tasks that require students to construct and defend their arguments logically.

Table 9 (Conts.)

Criteria	Description	Practical Application
Correctness	Accuracy of information and adherence to facts.	Evaluating students' ability to use accurate and relevant information to support their conclusions.
Accuracy	Precise use of data and evidence in supporting arguments.	Assessing student work for the precise and appropriate use of evidence in arguments.
Relevancy	Pertinence of information and arguments to the problem at hand.	Designing assessments that require students to identify and apply only relevant information to their analyses.

Table 9 Application of Paul and Elder (2019) Framework in Critical Thinking Assessment indicates Paul and Elder's assessment criteria. Each criterion, including fairness and relevance, is thoroughly analysed, and explained to demonstrate why this is essential for critical thinking. The table provides examples of realistic implementations for each requirement, so educators may apply these ideas using various teaching methods. Students' analytical, evaluative, and creative skills will be tested via case studies, ethical debates, and reflection activities. Using these criteria, instructors may evaluate students' critical thinking abilities and inspire them to learn more about the topic, which stimulates intellectual development and prepares them to address real-world challenges.

In conclusion, Paul and Elder (2019) framework is essential for teachers assessing and improving students' critical thinking. A detailed evaluation of this framework is provided in Table 9. The table illustrates the framework's main criteria and their educational applications. These evaluation methods allow educators to establish a learning environment that values intellectual rigour and develops well-rounded, critical thinkers. In an increasingly complex environment, thorough and critical thinking are essential for success. This approach for testing critical thinking shows that education is evolving, and that critical and profound thinking is becoming more essential.

Ennis' Criteria for Critical Thinking Assessment

Ennis' Criteria for Critical Thinking Assessment thoroughly examines the foundational aspects of the critical thinking process while assessing students' skills in the classroom. Ennis, renowned for his contributions to critical thinking education, provides specific criteria for assessing students' critical thinking skills. Clarity, correctness, precision, relevance, depth, and breadth are key attributes that exemplify the comprehensive scope of critical thinking Ennis (2011) Additional factors to consider include clarity, accuracy, exactness, and pertinence.

In addition to theoretical issues, Ennis' criteria may be useful in numerous evaluation methods. Well-reasoned arguments, evidential importance, and subject depth are some of the classic essay grading standards. In interactive and dynamic environments that simulate real-world complexity, teachers may test students' critical thinking abilities using performance-based evaluation criteria in debates and group discussions.

Ennis's critical thinking assessment emphasises argument and reasoning weight. He recommended assessments that measure students' abilities to synthesise knowledge, apply reasoning, and make sensible judgements as well as memory. Focusing on the thought process rather than the results deepens engagement and improves critical thinking.

In conclusion, Ennis's comprehensive and complex criteria may assess students' critical thinking. Teachers may better measure students' critical thinking abilities and help them grow by including these characteristics into evaluation methods. Thus, students will be more prepared for current issues. Ennis' criteria indicate that critical thinking instruction must be extensive and introspective. This strategy ought to acknowledge cognitive thinking's range and depth.

Critical Thinking Tests

Assessing one's ability to think critically has been a fundamental part of evaluating analytical and evaluative skills since they were first introduced. The Watson–Glaser Critical Thinking Assessment was created in the early 1900s to assess essential cognitive abilities, including inference, recognition of assumptions, and assessment of arguments (Watson & Glaser, 1935) This novel study aimed to quantify the intricate

processes involved in critical thinking, so establishing the foundation for future assessments.

The methodologies and scope of assessments for critical thinking have evolved throughout time following changes in the educational system and the requirements of employers. The Ennis–Weir Critical Thinking Essay exam, developed by Ennis and Weir in 1985, was a significant advancement in assessment techniques during the late 20th century. This exam expanded the range of evaluation formats and offered a more comprehensive assessment of students' critical thinking skills compared to earlier approaches.

Despite the development of digital technology, critical thinking tests have advanced to include simulations and assessments that mirror real–life problem–solving scenarios (Rudner & Liang, 2002). This shift towards more realistic assessment environments reflects a broader educational trend of equipping students to succeed in a constantly evolving and knowledge–intensive world.

Critical thinking development and evaluation are crucial in school and the workplace. Critical thinking is vital to academic performance, lifelong learning, and civic participation, according to Facione (2011). Critical thinking is essential for innovation and problem–solving in many sectors (AAC&U, 2013).

Halpern (2014) argues that critical thinking is essential for effectively interacting with individuals from various cultural backgrounds and facilitating the resolution of challenging problems in the global community. Teachers, academics, and policymakers continue to prioritise the development and improvement of tests that assess critical thinking skills. The objective is to develop a group of intellectuals who has the ability to confront the challenges that develop in the 21st century.

Key Critical Thinking Tests

Critical thinking assessments are crucial to academic and professional development. In the 21st century, thorough and introspective analytical abilities are crucial. More educators and companies are realising the importance of critical thinking for academic and professional success. This has increased the demand for appropriate evaluation tools to measure these talents. Certain examinations have become standards,

each revealing different aspects of critical thinking. These exams are among the many evaluation tools developed via research and development. Four critical thinking exams have advanced critical thinking knowledge and assessment. These are the Watson–Glaser (1935) Critical Thinking Appraisal, Cornell Critical Thinking Tests (Ennis & Millman, 1985), Halpern (2010) Critical Thinking Essay Test. This part discusses these four exams. Each tool covers several critical thinking aspects. These include judgement, comprehension, real–world application, and reasoned reasoning. Their application in education and business shows their value and reliability in assessing critical thinking's complex skill set. This study explains the basic concepts, application scopes, and educational significance of these key tests and how they affect assessment procedures and pedagogical techniques to improve critical thinking.

Cornell Critical Thinking Tests: A Comprehensive Assessment Tool

The Cornell Critical Thinking Tests (CCTT) were created in 1985 by Ennis and Millman, producing significant progress in the field of critical thinking assessment. The examinations were devised by Cornell University. These examinations have become indispensable instruments for assessing and improving students' capacity for critical thinking, as well as evaluating their analytical skills across a wide range of academic levels. This assessment explores the internal mechanisms of the CCTT, including its structure, implementation, and contribution to the development of students' analytical thinking.

Design and Structure

A complete evaluation of these examinations requires investigating the relevance of Cornell Critical Thinking exams (CCTT) Levels X and Z and their design and application in educational contexts. The Critical Thinking Test, developed by Ennis & Millman, (1985), and Ennis, Millman and Tomko (1985) has improved critical thinking evaluation throughout the company. These exams assess critical thinking skills in several areas, including argument analysis, assumption recognition, and deductions and inferences. Fourth graders to college students are targeted by these items.

Level X has been designed for high school students in grades four through fourteen, with a primary emphasis on instilling the foundational principles of critical thinking throughout the early stages of their academic journey. Level Z focuses on developing higher-level critical thinking skills, which are appropriate for students who have become prepared to perform university-level analysis and beyond. Students' reasoning abilities are assessed at both levels using multiple-choice assessments that need the application of critical thinking skills in various contexts.

These assessments let instructors assess students' critical thinking and build new lesson ideas. Teachers may use the Critical Thinking Test (CCTT) to identify student weaknesses and help them improve their critical thinking. In today's complicated and fast changing world, a critical mindset is essential, and Critical Thinking and Thinking is widely used in academic and industrial contexts to cultivate this trait.

The CCTT's analysis of critical thinking shows that students require the skills to overcome academic and professional challenges. As critical thinking becomes more important in education, the Critical Thinking and Thinking Test (CCTT) is used to measure and enhance these abilities.

The importance of critical thinking skills is growing in educational settings since they are seen as crucial for achieving success both academically and professionally. The 1985 Cornell Critical Thinking Tests (CCTT) developed by Ennis & Millman are well known for their extensive coverage and intricate nature. This study examines the design, structure, and critical thinking domains of the CCTT to emphasise its significance in evaluating critical thinking. To comprehend the enduring impact of the CCTT on education, it is necessary to analyse its evolution and use. Upon further examination of the CCTT, it becomes evident how these assessments gauge students' critical thinking abilities and facilitate their practical application. Figure 8 titled Overview of the Cornell Critical Thinking Tests Design and Structure provides a concise summary of the CCTT and its influence on the evaluation of critical thinking.

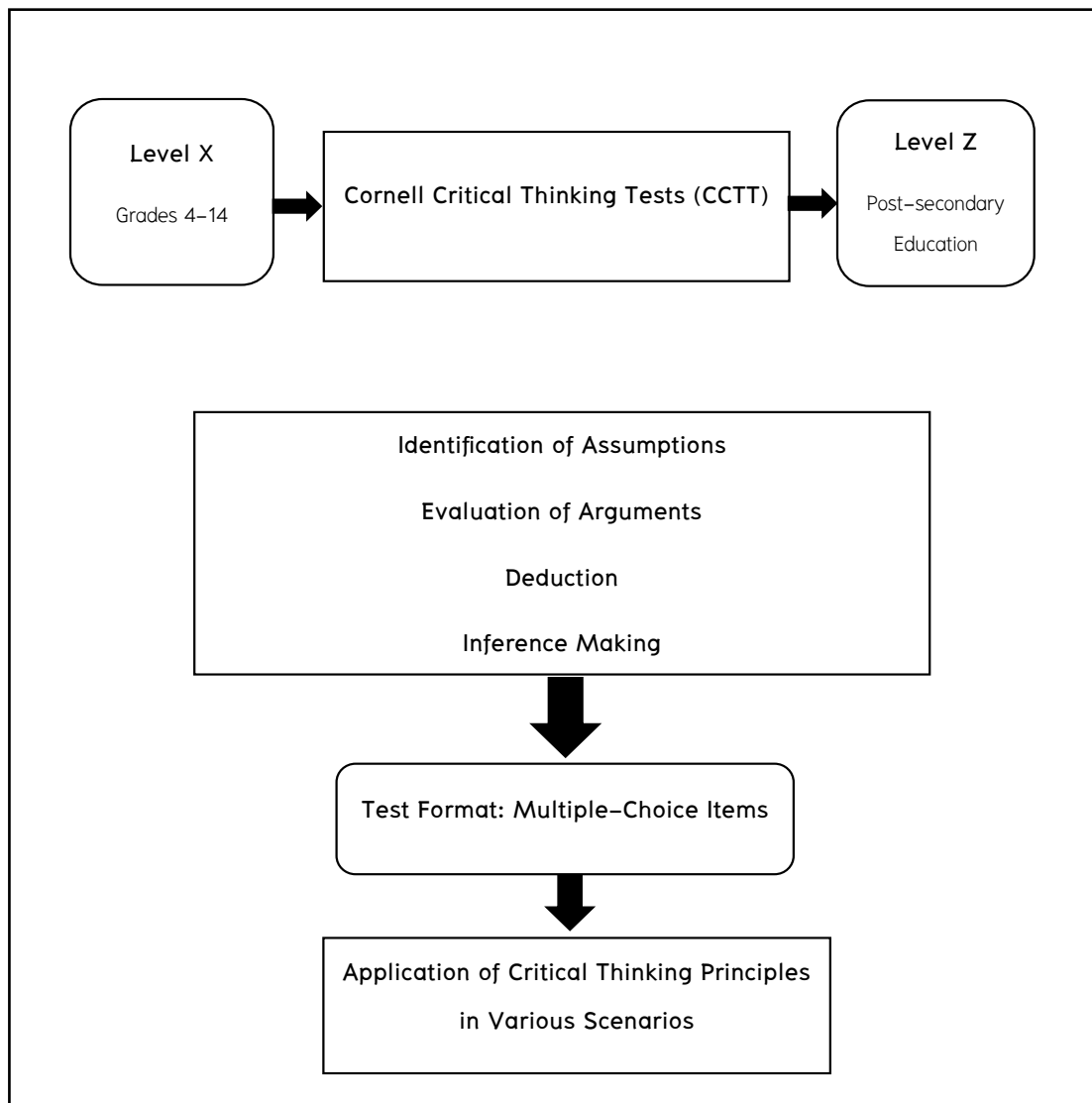


Figure 8 Overview of the Cornell Critical Thinking Tests (CCTT): Design and Structure

Figure 8 illustrates the Cornell critical thinking tests (CCTT)'s fundamental structure and its separation into Level X and Level Z, which correspond to educational phases. The CCTT evaluates critical thinking skills, including identifying assumptions, assessing arguments, deducing, and drawing inferences. The figures also stress the multiple-choice format of the exams, which test students' critical thinking in many contexts.

In summary, Levels X and Z of the Cornell Critical Thinking Tests (CCTT) evaluate students' critical thinking across several academic fields. Figure 8 shows the CCTT's layout and construction, assessing and developing critical thinking capabilities for school and life. The CCTT emphasises critical thinking in educational assessment and curriculum development by supporting systematic development of analytical, observant minds.

Various methodologies can be utilised for evaluating critical thinking in various academic and professional settings, all aimed at measuring and improving students' critical thinking abilities. The following table provides a comparison and differentiation of four significant assessments of critical thinking. Each of these assessments contributes unique insights to our comprehension and confidence in the realm of critical thinking. Through careful investigation of these assessments, the researcher could acquire insights about the evolution of assessment techniques and the impact of these approaches on students' critical thinking, evaluation, and creativity.

Table 10 Overview of Key Critical Thinking Tests

Test Name	Description	Key Focus Areas	Application Setting
Watson– Glaser Critical Thinking Appraisal (1935)	Assesses judgment, comprehension, and inference. Known as a gold standard in critical thinking assessment.	Judgment, Comprehension, Inference	Educational and Corporate Settings
Cornell Critical Thinking Tests (Ennis & Millman, 1985)	Designed by Ennis and Millman, assesses a broad range of critical thinking skills across different age groups.	Comprehensive Critical Thinking Skills Assessment	Educational Settings

Table 10 (Conts.)

Test Name	Description	Key Focus Areas	Application Setting
Halpern Critical Thinking Assessment (2010)	Focuses on the applicability in real-world situations, measuring both cognitive skills and dispositions towards critical thinking.	Cognitive Skills, Dispositions towards Critical Thinking, Real-World Problem-Solving	Educational and Professional Development
Ennis-Weir Critical Thinking Essay Test (1985)	Incorporates essay writing to evaluate the ability to articulate and defend reasoned arguments, emphasizing the link between critical thinking and communication.	Articulation and Defense of Reasoned Arguments, Critical Thinking and Communication Skills Interconnection	Educational Settings, particularly in Writing and Humanities

Table 10 describes several tests that, when administered, measure various aspects of critical thinking. The extensive use and rigorous methodology of the Watson-Glaser(1935) examination have made it a gold standard for gauging basic cognitive capacities. Since the Cornell exams provide a comprehensive evaluation that is relevant across all age groups, they may be used as flexible tools in educational contexts. The Halpern (2010) evaluation is ideal for academic and professional development courses because of its emphasis on practical application. The Ennis-Weir (1985) exam, in contrast, emphasises the importance of communication skills in critical thinking through its essay writing component.

In conclusion, the complicated nature of the concept is brought out by the fact that these assessments of critical thinking come in several forms. Examinations of critical thinking abilities are developed and improved using standardised examinations, comprehensive skill evaluations, evaluations of problem-solving in the real world, and evaluations of written arguments. The continued use of critical thinking skills in educational

settings and professional settings is proof that critical thinking is still an essential skill nowadays.

Rubrics for Critical Thinking Assessment

The field of educational psychology and pedagogy has examined assessments of students' critical thinking skills. This promotes a more comprehensive emphasis on students' abilities to adjust, contemplate, and evaluate (Facione, 2011; Paul and Elder, 2019). Critical thinking is an essential component for solving complicated problems, making ethical decisions, and synthesising information in numerous scenarios. Consequently, teachers and researchers are actively searching for enhanced approaches for assessing critical thinking skills. Critical thinking evaluation rubrics may provide structured and clear student performance evaluations based on certain criteria Ennis (2011) and Halpern (2013).

Rubrics are utilised as both evaluative instruments and models for designing education. Their objective is to assist teachers and students in improving their critical thinking process and results. Therefore, it is necessary to possess a comprehensive comprehension of critical thinking. Education and learning have been obligated to establish criteria that include a wide range of critical thinking abilities Facione (2011) and Paul and Elder (2019), these requirements include clarity, correctness, precision, relevance, and depth. Intellectual characteristics such as these are necessary for critical thinking.

The following table summarises historical as well as current contributions to critical thinking evaluation techniques. Table 10 demonstrates the diverse perspectives and methodologies that have formed this area. This table reviews the research of Facione (2011), Paul and Elder (2019), Ennis (2011), and Halpern (2014) to assist instructors construct and execute assessment criteria and rubrics in diverse classrooms. Table 10's contents represent numerous critical thinking definitions and assessments. This technique reflects the discussion about educational assessment's impact on classroom teaching and student progress.

This analysis illuminates both frameworks' theoretical foundations and highlights the practical limitations of implementing these rubrics in the classroom. It provides teachers and researchers an in-depth knowledge of critical thinking assessment. For future educational improvements, this arrangement will be utilised for study and implementation

Table 11 Comparative Analysis of Rubrics for Critical Thinking Assessment

Researcher/Author	Year	Key Contributions	Assessment Focus	Application in Education
Paul & Elder	2019	Developed a framework identifying essential elements of critical thinking such as clarity, accuracy, and depth.	Intellectual standards in critical thinking.	Applied in curriculum development and teaching methodologies.
Ennis	2011	Outlined critical thinking dispositions and abilities, proposing an educational focus.	Specific critical thinking dispositions and abilities.	Influences various educational levels from K-12 to higher education.
Halpern	2014	Introduced a model combining cognitive skills with affective dispositions.	Real-world applicability of critical thinking.	Supports the integration of critical thinking into all subject areas.
Facione	1990	Defined critical thinking skills and dispositions, emphasizing analysis and evaluation.	Overall critical thinking skills.	Used widely in higher education to assess student critical thinking.

Table 11 titled "Comparative Analysis of Rubrics for Critical Thinking Assessment" provides an evaluation of academic frameworks such as Facione (2011), Paul and Elder (2019), Ennis (2011), and Halpern (2014) that are used for the assessment of critical thinking. The rows of the table represent various models and include information on their fundamental criteria, evaluation objectives, and instructional applications. Each model prioritises the essential elements of critical thinking, such as clarity, correctness, relevance, depth, and breadth. The comparative structure of the models effectively illustrates both the similarities and contrasts.

In summary, Table 11 demonstrates the complex nature of critical thinking in the field of education. Developing critical thinking skills is essential for effectively addressing contemporary difficulties. The frameworks proposed by Facione, Paul and Elder, Ennis, and Halpern provide valuable tools for evaluating and enhancing this cognitive ability. This table illustrates the utilisation of critical thinking rubrics across various educational situations and levels. Nevertheless, it implies that these strategies require more investigation and discussion to achieve optimal effectiveness and applicability. This table's frameworks can prove beneficial for researchers and educators as they examine assessment approaches and the prerequisites for critical thinking. These sources will provide evidence and support for both theoretical and practical studies.

Eventually, by comparing these rubrics, researchers can evaluate and measure the level of critical thinking. In addition, it is essential for schools to impart these abilities to students to enable them to negotiate the intricacies of a complicated and continually changing world.

This study, "Using Dilemma Scenarios to Develop Students' English Speaking and Critical Thinking Skills, the researcher used Ennis' framework. This conclusion was reached after reviewing many academic perspectives on critical thinking and critical thinking tests. This option is based on Ennis (2011) complete study and multidimensional logic. It emphasises critical engagement attitudes as well as cognitive components of critical thinking.

This study uses dilemmas scenarios to increase English speaking and critical thinking; Ennis' technique fits both objectives. His detailed description of critical thinking

into characteristics and abilities lays the groundwork for successful educational interventions. According to Ennis, dilemma scenarios in the classroom help students develop reasoned judgement, self-reflection, and reasoning process assessment. These circumstances aim to inspire students to think critically, communicate their perspectives, and make well-informed judgements, which Ennis emphasised.

By using Ennis (2011) framework, this study could evaluate how dilemmas affect students' critical thinking and speaking skills. This allows Ennis to investigate how these scenarios may be arranged to enhance the critical thinking abilities and dispositions needed for effective reasoning and reflective judgement.

The following section employs dilemma scenarios to teach students how to think critically as they learn English. By reviewing related studies, this study aims to demonstrate how dilemma scenarios can be a powerful tool for language teachers, how challenging and rewarding it can be to improve one's English-speaking skills, and how important it is to use critical thinking skills in communicationally dilemma scenarios. This study not only assists in clarifying how these components work together to improve learning, but also places these findings into a broader academic perspective.

Related studies

Related studies demonstrate how these aspects interact in schooling. It builds on this section's substantial literature review on critical thinking, dilemmas, and English speaking. The examination of comparable research helps contextualise the study within a wider academic discourse by illuminating varied approaches, methodology, and outcomes that develop critical thinking and speaking skills through dilemma scenarios. This part investigates the empirical data that supports the incorporation of these components into language acquisition to better understand their collective impact on students' cognitive and linguistic development. This thesis examines how dilemma situations improve English speaking and critical thinking in students. To achieve this, the researcher aims to assess relevant studies to identify gaps in the literature, effective tactics, and prospective study topics. All of these will help this thesis's purpose.

Related Studies to English Speaking Skill

Teachers and researchers are always looking for innovative methods to assist students improve their English language skills, as this essential subject remains a foundational competency for effective global communication. Achieving fluency and confidence in speaking English is a multi-faceted process that requires an integration of cultural knowledge, instructional inventiveness, and individual student engagement.

There are several methods for improving one's English-speaking skills, but interactive strategies stand out due to their high success rate. When working to improve one's speaking fluency, Nguyen and Kellogg (2010) stress the significance of engaging in interactive speaking exercises. Conversations in small groups and peer interviews are two instances of such exercises. In addition to encouraging students to use active language, these exercises provide them with practice communicating in authentic contexts, which boosts their self-esteem (Nguyen and Kellogg, 2010)

Employing technology in public speaking practice may open more options for interaction and improvement. Students' fluency and complexity are seen to increase significantly when they engage in digital storytelling, according to research by Yen, Hou, and Chang (2013). Students can express themselves creatively via digital storytelling, which provides an opportunity for them to use their language skills in a meaningful way Yen, Hou and Chang (2015). Students are given the opportunity to unleash their creativity on this platform. A case study from Taiwan demonstrates how EFL students' writing and speaking skills may be enhanced using Facebook and Skype as learning aids, specifically through the utilisation of the role-playing approach.

The challenge of teaching students correct pronunciation has contributed to the development of innovative pedagogical approaches in recent years. By exposing learners to a diverse range of speech sounds, high variability phonetic training (HVPT) improves their ability to perceive and produce target phonemes accurately. This was demonstrated by Thomson and Derwing (2015), who demonstrated the effectiveness of HVPT in improving the pronunciation of non-native speakers.

Moreover, Evaluation is crucial for evaluating one's proficiency in public speaking. Not only are speaking tests important for gauging students' oral talents, but they also

assist in shaping teaching strategies (Luoma, 2004). Evaluations that include conversation are essential for these two goals. Effective assessments fuel pedagogy and student achievement by providing critical feedback. According to Luoma (2004), this kind of feedback makes ensuring that students' speaking exercises are in line with their communication objectives. Cambridge University Press, evaluating oral communication.

Emotional and cultural factors additionally performed a significant role in shaping students' public speaking skills. The importance of students' aspirations to communicate in the target language and the connection between their intrinsic drive to learn a language and their openness to doing so are investigated by Clement, Clément, Dörnyei and Noels (1994).

Clément et al. (1994) identified that students develop a positive outlook on speaking practice and increase their overall communicative confidence in a welcoming learning environment that values students' cultural backgrounds and personal goals.

Finally, the capacity to combine critical thinking with speaking skills has grown in importance as a research area. Almeida (2012) looked at how students' speaking skills may be improved by exercises that required them to think critically and argue persuasively. Students' linguistic skills and understanding of course content are both enhanced when given the chance to engage in arguments that challenge their reasoning abilities to the test Almeida (2012). Improving one's capacity for oral expression through reading.

In summary, enhancing speaking skills in an English as a Foreign Language (EFL) environment is a multifaceted process that encompasses a wide range of approaches. These include the utilisation of technology, the provision of targeted pronunciation instruction, the utilisation of pedagogies that are responsive to cultural differences, the discovery of ways to motivate students, and the incorporation of critical thinking. In addition to highlighting the challenge of speaking competence, the many research reviews bring to light the significance of different, learner-centered approaches of instruction and assessment.

Related Studies to Critical Thinking

The importance of critical thinking in ELT is becoming increasingly acknowledged. It helps students enhance their language skills and gives them the ability to carefully and analytically engage with the material. Facione (2011) highlights the all-encompassing nature of critical thinking, describing it as a combination of cognitive talents and emotional dispositions that allow individuals to form reasoned conclusions. The field of language education is particularly well-suited to this method since it teaches students to think critically to succeed in contexts where language and culture are complex Facione (2011). A definition and explanation of critical thinking and its significance. Intelligence Assessment.

The development of the digital age has emerged new opportunities for people to express their thoughts and ideas and learn new languages. An analysis of social media's potential to help ESL students develop their critical thinking and participation skills is presented in an essay by Kabilan, Ahmad and Abidin (2010). Students get a stronger grasp of the language and better analytical thinking abilities when they use interactive platforms to express themselves more clearly, question presumptions, and engage with other points of view Kabilan et al. (2010).

Reading and discussing literature, as argued by Sivasubramaniam (2006), is an excellent way to enhance your analytical and logical thinking skills. Students are pushed to analyse literary works, find themes, and assess characters' motivations and ethical dilemmas. The capacity of language to convey nuanced human experiences is therefore enhanced (Sivasubramaniam, 2006).

Collaborative learning environments also greatly benefit students' capacity for critical thinking. Students enhance their language learning journey with critical thinking exercises, according to Kuo, Tsai, and Shih (2012). This is achieved through structured group activities and discussions, which help students improve their argumentation skills, engage with their peers' perspectives, and work together to construct knowledge.

Another challenge in ELT is how to assess students' critical thinking skills. Fulcher and Davidson (2007) propose new forms of assessment that more accurately represent students' critical engagement with language; these forms of assessment should include portfolios, projects, and presentations that demonstrate students' analytical and linguistic

talents. The incorporation of projects, presentations, and portfolios is advocated for by Davidson and Dunham (2007).

Integrating critical thinking into language training is influenced by cultural and educational perspectives. The process that is being implemented into place could benefit or suffer from these ideologies. The cultural dimensions of critical thinking as it pertains to language instruction are examined critically by Atkinson (1997) in his research. Atkinson (1997) stressed the significance of understanding complexly how students from different backgrounds approach critical thinking challenges.

An integrated multi-dimensional approach including digital technology, literary analysis, collaborative learning, new assessment methodologies, and cultural sensitivity is required to encourage critical thinking in English Language Teaching (ELT). In addition to enhancing students' language skills, these strategies teach them how to navigate the complexities of cross-cultural communication and relationships.

Research Gaps

This study aims to fill a gap in the literature by investigating the topic of using dilemma scenarios in ELT with Thai university students. The goal is to improve their speaking and critical thinking skills. The integration, effectiveness, and perspectives of dilemma scenarios in English Language Teaching, especially within the unique context of Thailand, remain little understood, despite the increasing interest in interactive pedagogies. What follows is an explanation of the main research gaps that this investigation aims to address.

There is a gap in the current collection of literature on the difficulties and problems faced in the field of English Language Teaching within the context of Thai education. While interactive teaching methods are widely used for language instruction, there has been limited study on the utilisation of dilemma scenarios, which are situations that encourage discourse, decision-making, and critical thinking. Smith and Liu (2020) claim that traditional task-based and communicative strategies are prevalent in the literature. These strategies might not fully grasp the potential of interactive learning for promoting higher analytical thinking and linguistic skills.

The lack of comprehensive study on how dilemma scenarios might enhance English Language Teaching is a significant issue in Thailand, given the cultural and pedagogical challenges and opportunities within the educational system. Dilemma scenarios may provide a dynamic and contextual learning environment. This environment promotes students' use of language in complex and real-life scenarios. Global educational systems acknowledge the significance of critical thinking (Smith & Liu, 2020). This kind of engagement promotes the development of critical thinking as well as speaking skills.

The lack of study on dilemma scenarios in Thai English language teaching studies is disconcerting. It is necessary to analyse how these events might be included in language sessions and how they impact student achievement. This involves studying the challenges and opportunities of implementing dilemma scenarios in Thai schools, to enhance the language proficiency and critical thinking abilities of Thai university students, while also tailoring them to suit Thai culture and educational practices.

Examining dilemma scenarios related to English Language Teaching might result in the development of new teaching approaches that provide students with more significant learning opportunities. Using interactive learning, teachers can completely transform the process of acquiring language. Students may enhance their language proficiency and develop their critical thinking abilities, both of which are crucial in today's interconnected world.

The objective of the research is to investigate these unexplored areas to uncover potential issues in Thai English Language Teaching. The objective of the study is to fill the knowledge vacuum and shed light on the most effective methods for teaching critical thinking and language development. Therefore, it will guide teachers, policymakers, and curriculum designers on how to improve English Language Teaching in Thailand and other countries (Smith & Liu, 2020)

There is a lack of study on how the specific linguistic and educational environments in Thailand impact the teaching of English as a second language in higher education institutions, particularly when it comes to difficult situations. The exclusion significantly restricts the generalizability of the current results to Thailand since the country's educational traditions and student expectations may have an impact on

pedagogical outcomes. Chen and Baker (2016) propose that the effectiveness of English Language Teaching is significantly influenced by cultural and linguistic characteristics. However, the specific relationship between these elements and dilemma scenarios in Thailand has not been thoroughly examined.

In conclusion, Chapter 2 reviewed the theoretical frameworks and current research on dilemma scenarios in ELT, specifically in Thai institutions. This found major gaps in the literature on how well dilemma scenarios improve students' speaking and critical thinking, how to adapt ELT strategies for Thailand's cultural and educational contexts, how to incorporate these scenarios into students' and teachers' curriculum, and how both groups feel about these innovative pedagogical choices. This identified certain literature gaps. This analysis provides the foundation for further research in these areas to affect English Language Teaching in Thailand.

Chapter 3 follows from the previous chapters by examining this study's research methodology. subsequently discusses the methodological method used to study how dilemma scenarios affect students' critical thinking and language skills and how they can be effectively implemented into Thai educational institutions' English Language Teaching (ELT) procedures. The third section describes the study's participant selection, collecting data, and analysis. This is a methodology for data collection to address gaps in the literature. Through this methodological lens, the study aims to improve English Language Teaching (ELT) methodologies and university students' educational results in Thailand.

CHAPTER III

RESEARCH METHODOLOGY

This chapter investigated the implementation of dilemma scenarios as an instrument for developing students' English speaking and critical thinking skills. Chapter III presents the methodology for investigating the integration of dilemma scenarios in English language teaching to improve the critical thinking and speaking abilities of Thai undergraduates. Each section was detailed as follows: 3.1 Research Design, 3.2 Population and Sample Group, 3.3 Research Instruments, 3.4 Data Collection and 3.5 Data Analysis

Research Design

This research used a mixed-method research methodology, including both quantitative and qualitative research methodologies. The research aimed to perform a comprehensive analysis of the efficacy of using dilemma scenarios in English Language Teaching in Thai university. This technique was used to address the challenge of assessing both the quantitative results and the subtle subjective experiences associated with the utilisation of dilemma scenarios in enhancing the speaking and critical thinking skills of undergraduate students. This research methodology used a combination of quantitative analysis and qualitative inquiry to comprehensively explore the study issues. By including both statistical and in-depth qualitative insights, an integrated investigation was achieved. This was achieved by using the theoretical framework provided by Creswell and Clark (2011)

The quantitative research used pre- and post-tests for assessing the impact of dilemma scenarios on students' English speaking and critical thinking skill improvement.

Additionally, the qualitative aspect of this research examined students' perceptions, experiences, opinions, and attitudes about the utilisation of dilemmas in English Language Teaching. Through the integration of semi-structured interviews and focus groups, researchers obtained comprehensive insights into the impact of the teaching process on the participants.

Most essential was the research utilisation of qualitative and quantitative data to create an accurate representation of dilemma scenarios. This method ensured a balanced study of the empirical and experiential aspects of using dilemma scenarios in English Language Teaching and accompanied the most effective educational research concepts, as recommended by Creswell and Clark (2011) The study utilised both research methods to gain a more comprehensive understanding of dilemma scenarios' learning significance. This study provided teachers and curriculum developers with insights and useful suggestions to enhance English Language Teaching in Thailand.

Population and Sample Group

This research focused on undergraduate students at the University of Phayao as the targeted population, specifically those enrolled in the "Listening and Speaking in Daily Life" course during the first semester of the academic year 2023. This group was selected due to its potential to provide rich insights into the impact of dilemma scenarios on enhancing English speaking and critical thinking skills. A total of 45 third-year undergraduate students participated in the study, all chosen through purposive sampling, a method aimed at selecting individuals who are especially knowledgeable about or experienced with the phenomenon of interest (Patton (2015)

According to Patton (2015), purposive sampling enables researchers to choose people who possess specific characteristics that match the objectives of the study. This approach was very effective for this research as it facilitated the selection of students who were capable of providing extensive and relevant feedback on language acquisition through dilemma scenarios.

By employing purposive sampling, the study ensured that the data collected was pertinent and grounded in the experiences of students who were actively engaged in courses designed to foster practical language use and critical thinking. This methodological choice was crucial in exploring the nuanced effects of dilemma scenarios within a defined educational setting, offering findings that were both significant and directly applicable to the field of language education research in Thailand.

Situating the research within the specific context of the University of Phayao and targeting a course with direct relevance to the study's aims allowed for an in-depth examination of innovative pedagogical strategies. This approach not only aligned with the overarching objectives of enhancing ELT outcomes but also contributed valuable insights to teachers and curriculum developers seeking to optimize language teaching practices in similar contexts.

Research Instruments

This study used a variety of research instruments to capture a comprehensive dataset that included both quantitative and qualitative aspects to examine the many effects that dilemma scenarios have on Thai university students' English speaking and critical thinking skills. These tools have to be chosen and implemented to offer a complete picture of the educational phenomena under investigation. This provided depth in achieving research objectives.

This section provides a variety of research instruments implemented, such as Speaking Tests, Critical Thinking Tests, Questionnaires, and Semi-Structured Interviews. Each instrument has a distinct purpose in collecting data and contributing to a comprehensive understanding of the effectiveness of dilemma scenarios. These research instruments provide a comprehensive analysis of the instructional intervention being studied, ranging from quantitative measurements of skill improvements to qualitative assessments of students' experiences. The following sections provide the details of each research instrument.

Speaking test

The Speaking Test was an essential tool that was used to objectively evaluate the development of students' English speaking skills. The researcher was responsible for developing and adapting the Speaking Test. Brown and Duguid (2001) provided the Oral Proficiency Scoring Categories, which were particularly developed for this test. The criteria were modified to provide a more accurate assessment of communication skills that are relevant to the dilemma scenarios that were used in this study. Before being used, the

test conducted a validation process including a test of Item Objective Congruence (IOC) with three experts to verify its reliability and suitability.

The test was administered both before and after the implementation of dilemma scenarios, facilitating the assessment of any enhancements in speaking proficiency attributable to this pedagogical approach. Specifically, the speaking test was designed to answer research question one, which sought to investigate the impact of dilemma scenarios on the development of English speaking skills among undergraduate students.

Speaking Test Structure and Content

The speaking test is designed to assess the oral proficiency of students in the "Listening and Speaking in Daily Life" course at the University of Phayao. This test strategically utilizes the topics from the Speak Out 2nd edition Pre-intermediate Students' Book, ensuring that the test content is not only relevant but also challenging enough to enhance the students' practical use of English in real-life situations.

The content for the speaking test is directly adapted from the Speak Out 2nd edition Pre-intermediate Students' Book. This adaptation aligns the test with the curriculum and focuses the assessment on the students' ability to apply their learned speaking skills in practical activities. The topics selected from the textbook are particularly aimed at fostering conversation and requiring the use of critical thinking, which reflects the practical usage of language skills in real-life contexts. For complete details on the scenario, specific questions, scoring rubric, and examiner's notes, please refer to Appendix E: Speaking Test and Evaluation. This appendix is designed to serve as a comprehensive resource for both examiners and students to fully prepare for, administer, and review the speaking test.

Duration of the Speaking Test

The study had 45 participants and used a designed speaking test to ensure that each student had sufficient time to effectively demonstrate their speaking skills. Each topic in the speaking test received a fixed period of 5 minutes per student. The selected period was specifically designed to provide enough opportunity for an in-depth demonstration of several speaking skills, including fluency, coherence, grammatical correctness, and vocabulary utilisation, all within a reasonable and manageable timetable. The choice to

provide 5 minutes for each subject was made in order to achieve a compromise between conducting a thorough evaluation and meeting the practical requirements of adequately assessing all participants.

Scoring Criteria

The evaluation of students' performances on the speaking test is guided by the Oral Proficiency Scoring Categories as established by Brown and Duguid (2001). This comprehensive framework is essential in assessing various aspects of language proficiency, including grammar, vocabulary, comprehension, fluency, pronunciation, and task completion. To enhance the depth of assessment, the scoring rubric has been adapted to include an additional criterion: content and organization. This inclusion broadens the evaluative scope to better analyze and reflect the students' abilities in structuring and delivering their spoken responses coherently and logically.

The performances are rated on a scale from 1 to 5, where:

1 – Poor: Speech is frequently disrupted by errors, limited vocabulary use, poor grammar, and is generally hard to understand.

2 – Fair: Speech is understandable, though errors and limited vocabulary may occasionally obscure meaning. Basic ideas are conveyed.

3 – Good: Speech is mostly clear with occasional errors that do not impede comprehension. Good use of vocabulary and grammar.

4 – Very Good: Speech is clear and fluent with minor lapses. Uses vocabulary and grammar effectively to articulate ideas.

5 – Excellent: Speech is fluent, accurate, and well-organized with appropriate vocabulary and grammar usage, reflecting a high level of proficiency.

Detailed descriptions and guidelines for each scoring criterion are available in Appendix J: Oral Proficiency Scoring Categories Brown and Duguid (2001). This appendix serves as a critical resource for examiners, providing a structured and standardized method to assess oral proficiency accurately. By consulting this appendix, examiners can ensure that their scoring reflects a nuanced understanding of each student's language capabilities, thereby facilitating a fair and effective evaluation process.

Content Validity and Expert Review

The speaking tests were validated before implementation to ensure content validity. Three English language instruction experts used the Item–Objective Congruency Index (IOC) to assess test item suitability and relevance. Experts agreed that the test was legitimate if the IOC index level was above 0.67. These validation steps guaranteed that the speaking exam satisfied educational objectives and academic criteria.

Critical Thinking Test

The Critical Thinking Test, administered in the "Listening and Speaking in Daily Life" course for third–year undergraduates at the University of Phayao, serves as a pivotal instrument designed to measure and enhance the students' analytical abilities in real–world contexts. This test utilizes the modified version of Panjandee's (Panjandee, 2013) assessment, which is based on the Cornell Critical Thinking Test (Levels X and Z) originally developed by Ennis et al. (1985). The adaptation of this test for university students tailors its complexity and scope to suit their advanced cognitive development stage, thereby ensuring its relevance and effectiveness.

The test is organised as a multiple–choice, scenario–based evaluation, consisting of 5 2 different questions. Every question presents a unique scenario that replicates decision–making scenarios often faced in real life. This aims to assess students' ability for successfully applying their critical thinking skills practically and sensibly.

Students are presented with scenarios followed by four potential responses (A, B, C, and D). They must analyze the scenario critically and select the option that best aligns with a sound critical analysis of the situation.

The scoring for this test is binary:

Correct Answer: 1 point for choosing the most appropriate response.

Incorrect/Wrong Answer: 0 points, which penalizes inaccuracies and reinforces the importance of precision.

Multiple Responses: 0 points to discourage guessing and ensure decisiveness.

The comprehensive details of the test including each scenario, the corresponding questions, and the complete answer key are compiled in Appendix G: Critical Thinking Ability Assessment Test adapted from (Panjandee, 2013) The purpose of this Critical

Thinking Test is to collect data for Research Question 2 . Before being officially implemented, the test completed extensive validation procedures to assure its reliability and validity in appropriately evaluating critical thinking. This included:

Item Analysis: To refine questions and ensure they accurately discriminate between different levels of student ability.

Reliability Testing: To ascertain the test's consistency and stability in measuring critical thinking skills.

Validity Checks: Conducted through expert reviews to verify that the test measures what it is intended to measure, i.e., the comprehensive ability to think critically in varying scenarios.

Framework and Critical Thinking Test Structure

The test is divided into five distinct sections, each aiming to evaluate different aspects of critical thinking:

1. Definition or Initial Clarity: This section tests the ability to identify and clarify the problem at hand, demanding precise understanding and articulation of the issue before attempting resolution.

2. Evaluating Information or the Credibility of Sources and Observation: Participants are assessed on their skill in discerning the reliability of various information sources and the validity of observations, critical in navigating today's information-rich environment.

3. Induction: Focuses on the capability to derive general principles from specific examples, highlighting logical reasoning and the generation of hypotheses.

4. Deduction: This part evaluates the application of general principles to specific instances to draw logical conclusions, reflecting the test-taker's deductive reasoning skills.

5. Identification of Assumptions: Examines the ability to detect underlying assumptions in arguments or propositions, a key component of critical evaluation and thinking.

Adaptation and Relevance

Panjandee (2013) has designed a version that is customised to assess a wide range of critical thinking skills, based on the theoretical and practical frameworks developed by Norris and Ennis (1989). This comprehensive method not only guarantees a thorough evaluation of critical thinking skills, but also corresponds to the educational goals of improving problem-solving and analytical skills in students.

Administration and Scoring

Administered to 45 students, the test, composed of 52 items, was delivered in Thai, aligning with the students' linguistic proficiency and the instructional language of the course. The scoring criteria for the test were derived from standardized T-scores, facilitating an objective evaluation of students' critical thinking levels. Based on Panjandee (2013), the T-score norms enable a categorization of critical thinking abilities into five levels, providing a nuanced understanding of each student's critical thinking proficiency in relation to established local norms.

Content Validity and Expert Review

To ascertain content validity, the critical thinking test underwent an expert review process, with the Item-Objective Congruency Index (IOC) used to validate the test items. An IOC index level over 0.67 was considered acceptable, indicating a high degree of expert agreement on the test relevance and appropriateness for assessing critical thinking skills within the specified student population.

By integrating this adapted critical thinking test, the study aimed to offer a detailed and comprehensive measurement of the students' critical thinking abilities, contributing significantly to the evaluation of dilemma scenarios' effectiveness in fostering higher-order cognitive skills.

Questionnaire

The research used a questionnaire to collect students' perspectives on acquiring English speaking skills and critical thinking abilities through the use of dilemma scenarios. The questionnaire performed an essential role in collecting data on the personal perspectives of students and their evaluation of the educational method used in the Listening and Speaking in Daily Life course at the University of Phayao.

Structure and Content

The questionnaire consisted of two parts, with the first part focused on collecting Personal Information, including gender, program of study, and year of study. The second part, Survey of Students' Perspectives, had 20 statements specifically created to represent towards dilemma scenarios in an English Language Teaching course, see appendix C.

Rating Scale and Interpretation

The Likert Scale used for the Survey of Students' Opinions section allowed students to rate their level of agreement with each statement on a scale from 1 to 5, where:

1 stands for Strongly Disagree

2 stands for Disagree

3 stands for Neutral

4 stands for Agree

5 stands for Strongly Agree

This scale was selected for its ability to measure attitudes and perceptions effectively, providing a nuanced understanding of students' opinions.

The criteria for interpreting the Likert scale were specifically adapted from the work by Chueachot, Srisa-ard and Srihamongkol (2003), who developed comprehensive guidelines for analyzing such data effectively. These criteria are designed to facilitate a clear and systematic understanding of the collective student responses, turning raw data into meaningful insights. The average scores derived from the questionnaire responses are interpreted as follows:

4.50–5.00 indicates Strongly Agree.

3.50–4.49 indicates Agree.

2.50–3.49 indicates Neutral.

1.50–2.49 indicates Disagree.

1.00–1.49 indicates Strongly Disagree.

Content Validity and IOC Scores

The questionnaire was validated by three domain experts to ensure the relevance, clarity, and comprehensiveness of each item. This validation is documented in detail in Appendix I. The experts employed the Item–Objective Congruency (IOC) index, a systematic method to assess each question's alignment with the defined objectives of the study.

Each item was rated on a scale from 0 to 1, where scores closer to 1 indicate a high level of agreement among the experts regarding the item's relevance and clarity. An IOC index above 0.67 was required for each item to be considered acceptable, indicating strong content validity of the instrument. This threshold ensures that the items are not only appropriate but also effective in measuring the intended constructs.

Administration Timing

Administered at the end of the course to 45 third-year undergraduate students, the questionnaire sought to capture immediate and reflective feedback on the effectiveness and appeal of using dilemma scenarios to enhance language and cognitive skills.

The questionnaire was deployed in a comprehensive manner with the goal of evaluating the pedagogical impact of dilemma scenarios. Additionally, the study aimed to make broader conclusions about the effectiveness of innovative teaching strategies in improving English language proficiency and critical thinking in higher education environments.

Semi-Structured Interviews

In addition to the quantitative data gathered from tests and questionnaires, semi-structured interviews were carried out to get a deeper comprehension of students' perspectives and experiences in acquiring English speaking and critical thinking skills through dilemma scenarios. These interviews aimed to investigate the subtle effects of different teaching methods on students' engagement, motivation, and skill development.

Objective of the Semi-Structured Interviews

The main objective of the semi-structured interviews conducted as part of the research was to gather in-depth insights into students' personal perspectives and

evaluations regarding the integration of dilemma scenarios into their English language learning. This qualitative approach was crucial for exploring the nuanced experiences, challenges, and benefits that students encountered, which provided a richer and more comprehensive understanding of the efficacy of this educational intervention.

The interview questions were created by the researcher to specifically address the unique aspects of using dilemma scenarios in English language teaching. The formulation of these questions was guided by the objectives of the research study to ensure they were relevant and targeted towards eliciting meaningful and informative responses from the participants:

The questions were originally developed by the researcher. While primarily original, the questions were refined through consultation with subject matter experts to enhance their focus and relevance to the research objectives. Prior to conducting the interviews, the questions underwent a rigorous quality assurance process involving an Index of Item Objective Congruence (IOC) to ensure their validity and reliability as research tools. These interviews were strategically utilized to address Research Question 3. The choice of semi-structured interviews allowed for a flexible, yet focused collection of qualitative data that was instrumental in providing depth to the understanding of the instructional approach's impact.

For detailed insights into the specific questions used during the interviews and the methodology guiding their application, interested parties and other researchers are directed to Appendix D: Semi-Structured Interview Questions to explore students' perspectives on learning English speaking and critical thinking through dilemma scenarios.

Interview Questions

Four key questions guided the semi-structured interviews:

1. What do you think about learning English speaking and critical thinking through dilemma scenarios?
2. How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?

3. How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?

4. Which dilemma scenarios did you find most effective? Why? The purpose of these questions was to generate detailed answers that would shed light on the students' learning experiences, with a specific emphasis on their individual development and the educational significance of dilemma scenarios.

Validation and IOC Scores

Before being utilized, the interview questions were evaluated for content validity by three experts in English language teaching, ensuring their relevance and appropriateness. This validation process involved assessing the questions using the Item-Objective Congruency (IOC) index, with an accepted index level over 0.67 indicating high content validity. The questions successfully met this criterion, affirming their suitability for the study.

Participant Selection and Grouping

The deliberate selection of participants for semi-structured interviews was a consequence of the research substantial sample size. By utilising a stratified selection strategy, students were divided into three groups in accordance with their scores on the preliminary speaking test. These were subdivided into high, medium, and low ability groups to reflect the language proficiency of the study participants.

This classification allowed for a detailed examination of the impact of dilemma scenarios on various degrees of English language competency. Stratified sampling, a technique widely examined by Cock et al. (2010), entails dividing a population into similar subgroups before selecting a sample. This method is very useful for investigations of opinions and experiences. It significantly enhances the inclusiveness of the sample, ensuring that every group in the population is sufficiently represented in the research's findings.

The semi-structured interviews consisted of three proficiency-based groups, each consisting of four students, resulting in a total of 12 interviewees. The selection was chosen to include a diverse range of skill levels, which enhances the study's qualitative

data by providing a wide range of insights into the success of the educational intervention. The study aims to provide an in-depth examination of how dilemma scenarios impact students with different levels of English language proficiency, ranging from high achievers to those who have greater difficulties, by using stratified sampling.

The reason for using stratified sampling in this context is based on both the practical need to handle a huge dataset and the goal of ensuring that the study findings are reliable, applicable to a wider community, and representative of the experiences of the entire population. According to Cock et al. (2010), stratified sampling is a method that decreases sampling error and improves the efficiency of a study. This makes it a suitable option for educational research, especially when confronting student groups that have varying skills and results.

Interview Format and Timing

The interviews were conducted after the implementation of the dilemma scenarios, allowing students to reflect on their entire learning experience. Each interview lasted approximately 20 minutes, providing sufficient time for in-depth discussion while maintaining focus. This format facilitated a comfortable and engaging environment for participants to share their insights.

The interviews were carried out in Thai language and were conducted by the researcher. This choice was strategic; conducting the interviews in Thai, the native language of the students, significantly reduced language barriers. It enabled the students to express their thoughts more freely and accurately, providing deep and authentic insights into their perspectives. The use of the native language ensured that the interviews were not only comfortable but also highly effective in eliciting detailed and reflective responses from the participants.

The study attempted to enhance the investigation by including semi-structured interviews into the research methodology. This methodology allowed for the inclusion of qualitative narratives, which complemented the quantitative data. The interviews provided personal accounts of learning through dilemma scenarios, enhancing the study. This methodology allowed a comprehensive examination of the intervention's influence,

providing useful perspectives on successful methods for integrating English speaking and critical thinking skills into language teaching.

Dilemma Scenarios

The integration of dilemma scenarios into the Listening and Speaking in Daily Life course was demonstrated to be an effective approach to improving English speaking and critical thinking abilities among undergraduate students at the University of Phayao. The scenarios were selected to accurately represent circumstances that students might encounter, requiring them to consider and express their perspectives on complex topics. This section provides an overview of the chosen dilemma scenarios, including the basis for validation, and the pedagogical rationale for their implementation.

Dilemma Scenario Selection and Validation

Six scenarios were chosen for the Listening and Speaking in Daily Life course to guarantee these could develop critical thinking and encourage meaningful speaking skills among students. The researcher designed these scenarios, gaining reference from actual scenarios and the SpeakOut 2nd Edition Pre-Intermediate Student's Book to ensure the scenarios are contextually relevant and associated with the goals and objectives of the course. A validation procedure was carried out on the chosen dilemma scenarios, Three English language teaching specialists evaluated the scenarios using the Item-Objective Congruency (IOC) index. This index assesses the alignment of each item (scenario) with the stated objectives of the course, specifically looking at language use and cognitive development. Each scenario achieved an IOC index score exceeding 0.67, which is considered the threshold for strong content validity. This high score reflects a consensus among the experts that the scenarios are suitable for the course and effectively promote critical thinking and language skills.

Before the dilemma scenarios were fully implemented in the course, these took through a pilot test during the second semester of the 2022 academic year with a group of third-year students who were enrolled in the "Listening and Speaking in Daily Life" course. Section 4 was the group that participated in the pilot test. The efficacy of the scenarios was evaluated in a real-world classroom environment using this group, which comprised of 28 students and offered a demography that was relevant to the study. It

was essential to have this trial period for ensuring that the scenarios effectively stimulated discussion, critical thinking, and language use among the students, gathering direct feedback from the participants to refine and optimize the scenarios before their integration into the curriculum and modifying scenarios based on trial outcomes and student interactions to better meet the learning objectives and enhance student engagement and understanding.

Dilemma Scenario Implementation

The dilemma scenarios were integrated into classroom discussions and activities throughout the first semester of the 2023 academic year, providing a practical application of theoretical concepts discussed in the course. Each scenario was designed to prompt students to use English in articulating their viewpoints, fostering an environment of active learning and critical engagement. Below is a table summarizing the scenarios and their thematic focus:

Table 12 Summary of Dilemma Scenarios Used in the Study

Dilemma	Description	Thematic Focus
1) The Love Triangle	You have feelings for your best friend who is currently in a problematic relationship with someone else. They come to you for advice, and it becomes apparent that they are unaware of your feelings. Do you confess your feelings, potentially jeopardizing your friendship and their relationship, or do you keep quiet, letting them continue in a relationship that seems to make them unhappy?	Friendship, honesty, personal desires, impact on others

Table 12 (Conts.)

Dilemma	Description	Thematic Focus
<p>2) Language Teaching Job</p>	<p>You are a qualified Chinese and Japanese language teacher working at a local high school. You enjoy teaching young people and have a secure job with good benefits. However, you sometimes find the work stressful, and the pay isn't as high as you would like. Recently, you've been offered a job teaching Chinese and Japanese at a private language institute. The job pays more and involves teaching adult learners, which you think could be an interesting change. However, the job is a contract position, meaning it doesn't have the same job security or benefits as your current job.</p>	<p>Career decisions, job security vs. income, change and adaptation</p>
<p>3) The Damaged Car</p>	<p>You accidentally scrape a parked car in an empty parking lot. There's significant damage, but no cameras around, and no one saw you. Do you leave a note with your information, or drive away?</p>	<p>Personal accountability, consequences of actions</p>
<p>4) The Lost Necklace</p>	<p>During a trip to a crowded beach, you find a beautiful, seemingly expensive necklace half-buried in the sand. As you pick it up, you notice a woman frantically searching around her beach towel and looking increasingly distressed. It seems she might be the owner. However, you have been struggling financially, and selling the necklace could cover a month's rent. What do you do?</p>	<p>Ethics, financial hardship, empathy</p>

Table 12 (Conts.)

Dilemma	Description	Thematic Focus
5) The Last Seat	You've been waiting for a long time to catch a bus home after a tiring day at work. When the bus finally arrives, there's only one seat left. At the same time, an elderly person also boards the bus. You are extremely exhausted and need the seat, but you also understand that the elderly person might need it more. What do you do?	Consideration for others, self-care vs. altruism
6) The Cheating Classmate	During an important exam, you notice a classmate cheating. Reporting them could lead to serious consequences for their academic future. Do you report the cheating or keep quiet?	Academic integrity, consequences of reporting

Lesson plans

The lesson plans were created by the researcher. The procedure required thorough creation and multiple revisions to ensure that the scenarios were both effective as teaching tools and effortlessly integrated into the language learning objectives of the course.

The scenarios and lesson plans were primarily adapted from the SpeakOut 2nd Edition Pre-Intermediate Student's Book, which offers an important foundation for current English language use and communication techniques. Additional resources included academic articles and actual situations that provide a wider perspective and enhance the scenarios. The lesson plans were constructed based on the principles of Communicative Language Teaching (CLT) and Problem-Based Learning (PBL). CLT emphasizes functional language use in social contexts, while PBL focuses on solving practical problems through critical thinking and collaboration, making them ideal for this course's objectives. Detailed Lesson Plans for Implementing Dilemma scenarios in Language Teaching (Appendix A) provides a thorough documentation of all lesson plans, including objectives, detailed week-by-week activities, and the specific dilemma scenarios implemented.

Steps in Designing the Lesson Plans

1. Proposal to Thesis Advisor

In the beginning, the researcher submitted the preliminary lesson plans to my thesis advisor, which included teaching methodologies and dilemma scenarios. By incorporating feedback, the researcher enhanced the alignment between the lesson plans, the questions employed in the lessons, and the applicability of the dilemma scenarios with the planned learning outcomes of the course.

2. Expert Review

The revised lesson plans were then submitted to three English language teaching experts (as described in Appendix I) for the purpose of verifying the accuracy of the content and the instructional relevance. This validation process guaranteed that the plans were reliable and effective, with a special emphasis on their accuracy and compatibility with the objectives of learning.

Expert Validation and IOC Index

Three experts evaluated lesson plans throughout planning. This essential stage comprised three English language teaching and curriculum development experts using the Item–Objective Congruency (IOC) index to assess content validity (the lesson plan appropriateness?). After evaluation, the IOC index was 4.70, firmly above the 4.51 standard. The lesson plans high index score indicates that they are strongly associated with the course objectives, as well as indicating their ability to encourage students' language discussion and critical thinking abilities.

Validation Process

A comprehensive validation procedure was carried out to ensure the effectiveness and appropriateness of the lesson plans for the "Using Dilemma Scenarios to Develop English Speaking and Critical Thinking Skills" course. This validation process included evaluations by three subject matter experts in English language instruction and course development.

1. The researcher presented the lesson plans to three subject matter experts to obtain their professional and critical feedback. This presentation aimed to gather expert opinions on the accuracy, relevance, and pedagogical integrity of the lesson plans.

2. The experts used the Index of Item Objective Congruence (IOC) to assess the content validity and alignment of the lesson plans with the learning goals. The IOC index measures the congruency between the learning objectives, the content covered, and the teaching activities proposed.

3. The lesson plans, including all six dilemma scenarios developed by the researcher, were evaluated by three experts using the IOC. This assessment aimed to ensure the quality and alignment of the lesson plans with the learning objectives. Based on the feedback received, the lesson plans were revised and improved according to the experts' recommendations.

The quality of the lesson plans was assessed using a rating scale adapted from Fongsri (2007, p. 35), which includes the following criteria:

- 5 represents Excellent quality
- 4 represents Very good quality
- 3 represents Good quality
- 2 represents Fair quality
- 1 represents Needs improvement

In this study, the researcher defined the criteria for interpreting data meanings using the criteria of Chueachot et al. (2003, p. 162) as follows:

- Averages between 4.51–5.00: Indicates excellent quality
- Averages between 3.51–4.50: Indicates very good quality
- Averages between 2.51–3.50: Indicates good quality
- Averages between 1.51–2.50: Indicates adequate quality
- Averages between 1.00–1.50: Indicates needs improvement

The quality assessment criteria for lesson plans were defined as excellent quality. The average assessment score from the experts was 4.70, indicating excellent quality. This means that the quality of the lesson plans is excellent and can be used with the target population of 45 undergraduate students at the University of Phayao, specifically those enrolled in the "Listening and Speaking in Daily Life" course during the first semester of the academic year 2023.

4. The researcher revised the lesson plans based on the suggestions of the experts regarding the formulation of questions related to critical thinking and speaking in the activity format, using dilemma scenarios in the teaching process.

5. The researcher implemented the lesson plans with a group of 45 undergraduate students at the University of Phayao, specifically those enrolled in the "Listening and Speaking in Daily Life" course during the first semester of the academic year 2023.

Designing the Lesson Plans

One of the most important aspects of the "Listening and Speaking in Daily Life" course was the construction of the lesson plans, which were methodically staged to encompass six different dilemma scenarios, each of which was mediated throughout six weeks. This time of teaching, which is supported by an appropriate IOC score of 0.85, demonstrates a methodological dedication to engaging students in a variety of ethical and interpersonal dilemmas that correspond to the complexity that is seen in the real world. The following provides an in-depth discussion of the structure and content of these lesson plans, demonstrating the systematic approach that was used to ensure that students have a rewarding educational experience.

Weekly Analysis: During the first six weeks of the course, each week is devoted to one of the six different dilemma scenarios. These scenarios are constructed sequentially to address a wide range of ethical and interpersonal dilemma. Students are engaged in meaningful discussion and analysis through the implementation of a narrative framework that is provided by the scenarios, which serve as the thematic core around which the courses for the week are constructed.

Learning Objectives: The lesson plan for each week begins with defined objectives for learning that clearly define the desired results in terms of speaking skills and critical thinking skills. The objectives are customised to suit the specific scenarios of the week, guaranteeing their relevance and focus.

Thematic Contents: The content for each week is derived directly from the dilemma scenarios, complemented by relevant topics from the SpeakOut 2nd Edition Pre-Intermediate Student's Book and other resources. This material comprises word lists

focused on the issue of the dilemma in question, relevant grammatical structures for expressing opinions and forming discussions, and background information to explain each scenario.

Teacher–Led Activities: For each scenario, a series of teacher–led activities is outlined. These activities might include an introduction to the week’s theme, presentation of the dilemma, guided discussions to explore the scenario’s complexities, and direct instruction on new language structures or vocabulary. The teacher acts as a facilitator, guiding students through the exploration of the dilemma while highlighting language learning opportunities.

Student Exercises: The lesson plans detail student–centered exercises designed to reinforce language skills and engage students in critical thinking. These exercises range from role–playing different outcomes of the dilemma, group discussions to share perspectives and solutions, writing assignments that articulate reasoned arguments or reflective positions on the scenario, and peer review sessions to critique and refine each other’s contributions.

Evaluative Measures: Each lesson plan includes evaluative measures to assess students’ progress toward the learning objectives. These measures are multifaceted, incorporating both formative assessments, such as participation in discussions and completion of in–class exercises, and summative assessments, like presentations that synthesize the week’s learning (see table 13).

Resources: Essential resources are identified for each lesson plan, including the the SpeakOut 2nd Edition Pre–Intermediate Student’s Book for contextual reading materials, handouts detailing each dilemma scenario, multimedia resources for scenario presentations, and assessment tools like rubrics or feedback forms.

Implementation and Feedback: The lesson plans are designed to be dynamic, allowing for adjustments based on ongoing feedback from students and reflective practice by the instructor. This feedback loop ensures that the instructional approach remains responsive to student needs and effective in achieving the course objectives.

Sample Lesson Plans

In the changing world of language education, real-world issues are a powerful way to improve students' language and critical thinking skills. The following table shows the lesson plans for the "Listening and Speaking in Daily Life" course in the first semester of 2023. This new teaching technique, with an IOC score of 0.85, engages students in challenging ethical and interpersonal issues that mirror real-life scenarios. Table 13 shows a week-by-week breakdown of the six dilemma scenarios chosen for this purpose and the organised technique used to provide a stimulating and reflective learning environment.

Table 13 Summary of Lesson Plans Incorporating Dilemma Scenarios

Week	Dilemma Scenario	Learning Objectives	Key Activities	Resources
1	The Love Triangle	Develop ethical reasoning and articulate personal values in English.	Introduction, Group Discussion, Role-Play, Reflective Writing	"Speak Out" textbook, Scenario handouts
2	Language Teaching Job	Discuss career decisions and their impacts.	Vocabulary Expansion, Debate, Job Interview Role-Play	Scenario handouts, Vocabulary flashcards
3	The Damaged Car	Explore consequences of actions in ethical dilemmas.	Scenario Presentation, Guided Discussions, Role-Play Activity	Multimedia resources, Role-play scripts
4	The Lost Necklace	Evaluate ethical considerations in decision-making.	Vocabulary Exercise, Group Discussion, Writing Assignment	"Speak Out" textbook, Discussion questions
5	The Last Seat	Consider altruism and self-care in public spaces.	Scenario Analysis, Role-Playing Different Outcomes, Class Debrief	Peer review guidelines, Feedback forms

Table 13 (Cont.)

Week	Dilemma Scenario	Learning Objectives	Key Activities	Resources
	The Cheating Classmate	Assess academic integrity and the implications of reporting.	Introduction to the Dilemma, Student Exercises, Summative Assessment	Rubrics, Essay guidelines

dilemma scenario each week. The weekly courses are constructed around these scenarios, giving a narrative framework for substantive discussion and critical analysis.

In conclusion, the specific lesson plans in Table 13 demonstrate a pedagogical commitment to improving student English speaking and critical thinking skills. This initiative assists students' development both academically and personally and creates a precedent for integrating real-life scenarios into language instruction, providing teachers and curriculum developers with useful information.

Table 13 summarises the six-week lesson plan, which explores a different

Data Collection

The collection of data is a crucial part of this study, with the goal of assessing the effects of including dilemma scenarios into the Listening and Speaking in Daily Life course. The comprehensive method involves gathering both quantitative and qualitative data to conduct a full evaluation of the success of this educational intervention. The data gathering methods utilised in this study include pre- and post-speaking tests, a questionnaire, critical thinking test and semi-structured interviews. The selection of these approaches was based on the aim of comprehensively assessing the students' language learning experiences and the progress of their critical thinking abilities over the duration of the course. This study aims to offer significant insights into the efficacy of utilising dilemma scenarios as a teaching tool that develops students' English speaking and critical thinking skills through the investigation of these collections of data.

Quantitative Data Collection

This study utilises quantitative data from several significant assessments to analyse the impact of including dilemma scenarios into the Listening and Speaking in Daily Life course. The primary processes encompass pre- and post-speaking tests, critical thinking tests, and Likert scale questionnaires. The proficiency in English speaking and the ability to think critically of the students were evaluated using pre- and post-speaking assessments. The proficiency of students in problem-solving, ethical reasoning, and English communication abilities was assessed. Baseline assessments were administered at the beginning of the course, while post-assessments were conducted at the end to measure the impact of educational interventions.

At the start of this course, a critical thinking test was administered to assess students' ability to analyse and evaluate information. The baseline examination was compared to the post-speaking test, questionnaire, and interview data in order to determine whether there was a correlation between the increase in speaking skills and critical thinking abilities.

Following the completion of the course, students were administered a Likert-scale questionnaire to evaluate their learning experience. The questionnaire assessed levels of engagement, language proficiency, and the effectiveness of dilemma scenarios in promoting critical thinking skills during the learning process. Aside from the qualitative insights gathered from interviews, this questionnaire also yielded quantitative data on students' perspectives.

In summary, the study's quantitative data collection methods provide a comprehensive evaluation of the effectiveness of dilemma scenarios in the course, shedding light on their impact on students' English speaking and critical thinking skills.

Pre- and Post-Speaking Test

Individualised pre- and post-speaking tests were carried out in order to assess the degree to which students had improved their English speaking and critical thinking skills. It was the purpose of the speaking tests to evaluate the students' skills in expressing their personal opinions in English using criteria that had been established beforehand. Similarly, critical thinking was evaluated through the use of standardised tests that were

specific to the context of the course. These tests focused on ethical reasoning and problem-solving among other topics.

The students were evaluated on a variety of characteristics of their speaking skill during the pre-test that was given during the first week of the course. These characteristics included fluency, coherence, grammatical accuracy, vocabulary usage, pronunciation, task completion, and critical thinking. This initial assessment provided an initial assessment of the skills acquired by each individual student.

Post-tests were similarly delivered in the last week of the course, under the same settings as before. This was done while the course in question was drawing to a close. This intentional organising made it possible to make a direct comparison of capabilities before and after the intervention, which provided clear evidence of any modifications in competence and reasoning skills that could be attributed to the educational interventions that were carried out during the semester.

During the examinations, students were given dilemma scenario-based questions, such as those that can be found in APPENDIX E: Speaking Test and Evaluation. These questions required them to provide answers to predicaments within a time limit of five minutes. A variety of aspects of speaking skills were evaluated using this format. These aspects included fluency, coherence, grammatical accuracy, vocabulary utilisation, pronunciation, task completion, and critical thinking.

All things considered, the combination of pre- and post-tests, in addition to the standardised assessment criteria, offered a full evaluation of the English speaking and critical thinking skills of the students. This allowed for a comprehensive examination of the success of including dilemma scenarios into the course.

Critical Thinking Test

In addition to pre- and post-speaking tests, a critical thinking test was administered once to the group of 45 students. This test aimed to assess their ability to engage in analytical and evaluative thinking, drawing upon complex problem-solving skills. The critical thinking test, conducted at the outset of the course, served as a baseline measure to be compared against the outcomes of the post-speaking test and data collected from questionnaires and semi-structured interviews. The goal was to explore the

correlation between the enhancement of speaking skills and critical thinking abilities as a result of learning through dilemma scenarios.

Along with the speaking assessments, the critical thinking test was a key component of the course evaluation in the first classroom session. This date was selected to provide a baseline test of each student's critical thinking skills at the beginning of the semester for comparison throughout the semester. The test used the same classroom as the speaking assessments to ensure consistency and minimise variables that could affect student performance.

Questionnaire

A Likert-scale questionnaire was distributed at the end of the course to gauge students' perceptions and attitudes towards the learning experience. It covered aspects such as engagement, perceived improvement in language and critical thinking skills, and the overall effectiveness of dilemma scenarios in the learning process.

As the course ended, the questionnaire was used to collect opinions from students. The final classroom session was crucial to ensure that students were thoroughly engaged with the course material, particularly the dilemma scenarios that were essential to the study's pedagogical innovations. The classroom was selected for this distribution because of its simplicity and accessibility, maximising participation. A Likert-scale questionnaire was useful for assessing students' opinions and perspectives. This approach allows for quantitative assessment of students' engagement, learning experience, and perceived impact of dilemma scenarios on speaking and critical thinking skills. The questionnaire produced a comprehensive collection of numerical data and complex, textual responds by integrating closed-ended questions for quantitative analysis and open-ended ones for qualitative insights. The questionnaire's dual structure allowed for a thorough study of student input, revealing the educational intervention's efficacy.

Qualitative Data Collection

Semi-Structured Interviews

A subset of students was selected for semi-structured interviews to delve deeper into their personal learning experiences. These interviews explored students' reflections on the dilemma scenarios, the challenges they faced, and the skills they developed. The

selection criteria for interviewees were based on their performance in the pre-test assessments, ensuring a representation across various proficiency levels.

Data collection began with semi-structured interviews after the instruction. The interviews were scheduled two weeks after the course ended, giving students time to reflect on their learning experiences. In a peaceful, private university room, the session was designed to encourage confidential and honest discussion. The semi-structured interview approach was considerate and comprehensive. Pre-test scores determined student participation, ensuring a diverse range of opinions. This diversified selection criteria allowed students with various levels of skill and interest in the course material to contribute to the data collection with their experiences and thoughts.

Semi-structured interviews with open-ended questions encouraged students to give extensive, personal perspectives on learning. These conversations focused on the study's main topic—dilemma scenarios—and examined students' experiences and abilities. The 15–20-minute interviews were personal explorations of student lives, with every answer recorded with permission for study.

Data Analysis

The data analysis for this study was conducted through a multifaceted approach, designed to elucidate the effects of incorporating dilemma scenarios into the curriculum. This section outlines the analytical methodologies applied to both quantitative and qualitative data sets, ensuring a comprehensive understanding of the intervention's impact on students' English speaking and critical thinking skills. The semi-structured interviews provided a rich environment for students to reflect on dilemma scenarios, challenges encountered and developed skills. This study aimed for a diverse range of perspectives and backgrounds in the selection process. The next section details the quantitative data analysis methodologies that were employed to gain a better understanding of the outcomes of implementing dilemma scenarios in the classroom.

Quantitative Data Analysis

The quantitative data analysis section presented the analyses of several key datasets. Firstly, in section one Analysis of Pre- and Post-Speaking Test Scores discussed

the analysis of pre- and post-speaking test scores, which provided insights into the improvement of students' English speaking skills over the course of the study. Following section two Analysis of Critical Thinking Test Scores delved into the analysis of critical thinking test scores, examining how students' critical thinking abilities evolved throughout the research period. Lastly, in section three Analysis of Questionnaire Data explored the analysis of questionnaire data, focusing on students' perceptions and attitudes towards learning English speaking and critical thinking through dilemma scenarios. These analyses collectively aimed to provide a comprehensive understanding of the impact of the educational interventions on students' language learning and critical thinking skills.

Analysis of Pre- and Post-Speaking Test Scores

Paired sample t-tests were used to demonstrate their significant capacity to compare the mean scores of identical people at two separate time periods. The decision to use these tests was mostly influenced by this reason. This statistical test, based on the principles of inferential statistics, enabled the examination of whether the mean difference between two data sets was equal to zero. This study enabled a direct comparison between the skills of students before and after an educational intervention, allowing for a statistically accurate evaluation of its success. Within this framework, the phrase "educational intervention" pertains to the integration of moral quandaries into the educational programme with the aim of enhancing students' proficiency in English speaking and their ability for critical thinking. The objective of this intervention was to enhance students' understanding of ethical decision-making and problem-solving, aiming to enhance their ability to communicate effectively in real-life situations they encounter every day.

At the start of the course, students were assessed to determine their initial state of skill in both spoken English and critical thinking. The initial assessments functioned as the pre-test scores. After the course ended, students who had actively participated in the course content and dilemma scenarios were given a second round of assessments, which produced the post-test results.

The paired sample t-test was used to systematically compare the average pre-test scores with the average post-test scores for each student in these data sets. This

method not only considered the differences in initial skills of each individual, but also separated the improvement caused by the intervention, thereby improving the accuracy of measuring the impact.

Analysis of Critical Thinking Test Scores

In this study, the critical thinking skills of the participants were assessed through an adapted version of the critical thinking test, originally developed by Panjandee (2013). This adaptation was grounded in the foundational principles established by Ennis et al. (1985) in their creation of the Cornell Critical Thinking Test (Levels X and Z), which represents a cornerstone in the evaluation of critical thinking skills. The test, consisting of 52 items, was tailored to measure a range of analytical and evaluative thinking abilities crucial for navigating complex, real-world dilemmas.

The critical thinking test adapted from Panjandee (2013) was strategically administered at the beginning of the course to establish a baseline measure of the students' critical thinking skills. This comprehensive test was designed to evaluate the students' proficiency in various critical thinking dimensions, as delineated by Ennis et al. (1985). By aligning the test with the course focus on ethical reasoning and problem-solving, the research aimed to quantitatively gauge students' initial capabilities in these areas.

The analysis of the critical thinking test scores was conducted following the normative criteria outlined by Panjandee (2013), which facilitated a nuanced interpretation of the results based on established benchmarks. The scoring was categorized into five distinct levels, reflecting a gradation of critical thinking abilities from highly proficient to significantly weak:

Scores above T65 indicated exceptionally strong critical thinking capabilities.

Scores between T55 and T64 suggested above-average proficiency.

Scores ranging from T45 to T54 denoted moderate abilities.

Scores from T35 to T44 were indicative of below-average critical thinking skills.

Scores below T35 highlighted a considerable need for development in critical thinking.

To explore the relationship between critical thinking abilities and the enhancement of speaking skills, Pearson's correlation coefficient was employed. This statistical method provided a quantitative measure of the strength and direction of the association between students' performance in the critical thinking test and their subsequent improvement in speaking skills, as evidenced by the post-speaking test scores and questionnaire responses. A positive correlation coefficient would signify that advancements in critical thinking abilities were paralleled by improvements in speaking skills, underscoring the interconnected development catalyzed by engagement with dilemma scenarios.

This analytical approach, underpinned by the theoretical frameworks of Ennis et al. (1985) and adapted to the current educational context from Panjandee (2013), enabled a rigorous examination of the critical thinking test results. By situating the students' critical thinking capabilities within a normative scoring system and analyzing the correlation with speaking skills enhancements, the study provides a detailed and empirical understanding of the educational intervention impact.

Analysis of Questionnaire Data

The questionnaire designed to gather students' perspectives on learning English speaking and critical thinking through dilemma scenarios consisted of 20 statements, each aimed at assessing various aspects of the learning experience. The Likert-scale format, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), was employed to quantify students' levels of agreement with each statement, providing a nuanced insight into their perceptions and attitudes.

Interpretation of Likert-Scale Questionnaire Results

The analysis of the 20-item questionnaire, which assessed the perspectives of students towards learning English speaking and critical thinking through dilemma scenarios, demonstrated that this method of teaching is effective. The analysis of these outcomes reveals students' perspectives and the influence of the educational intervention on learning.

Rating Scale and Interpretation

The Likert Scale used for the Survey of Students' Opinions section allowed students to rate their level of agreement with each statement on a scale from 1 to 5, where:

1 represents Strongly Disagree

2 represents Disagree

3 represents Neutral

4 represents Agree

5 represents Strongly Agree

In this study, the researcher defined the criteria for interpreting data meanings using the criteria of Chueachot et al. (2003, p. 162) for its ability to measure attitudes and perceptions effectively, providing a nuanced understanding of students' opinions, as follows:

Averages between 4.51–5.00: Indicates Strongly Agree

Averages between 3.51–4.50: Indicates Agree.

Averages between 2.51–3.50: Indicates Neutral

Averages between 1.51–2.50: Indicates Disagree

Averages between 1.00–1.50: Indicates Strongly Disagree

Descriptive Statistics

1. The initial step in the analysis involved calculating descriptive statistics for the questionnaire responses. This included mean scores for each of the 20 statements, which provided an overview of the general sentiment toward learning through dilemma scenarios.

2. Standard deviation was also calculated to assess the variability of responses, offering insights into the consensus among the student population.

Comparative Analysis

A comparative analysis was carried out in order to investigate the influence that demographic factors, such as gender and the year of study, have on the way in which students perceive the process of learning through the use of dilemma scenarios. In conducting this study, the researchers desired to discover whether or not various subsets

of the student population had varied experiences with the educational intervention. The investigation focused specifically on comparing the mean scores of each questionnaire item between groups that were differentiated according to gender and the year of study. Analysis of Variance (ANOVA) was utilised for category variables that had more than two groups, such as the year of study. On the other hand, t-tests were utilised for binary variables, such as gender. The use of these statistical tests made it possible to conduct an in-depth investigation into any substantial variations in perceptions that may exist across different demographic groups. The findings of this comparative analysis provided useful insights into the ways in which students' perspectives on the efficiency of dilemma scenarios in boosting their English speaking and thinking skills could be influenced by factors such as gender and academic development.

Correlation Analysis

This study employed Pearson's correlation coefficient to assess the correlation between students' results in critical thinking and speaking. This statistical approach used by researchers to determine the correlation between variables. Researchers aimed to determine the correlation or independence between students' critical thinking skills and speaking scores. This study specifically examined continuous variables, it was acceptable to employ Pearson's correlation coefficient, which measures the strength and direction of linear relationships. The coefficients can range from -1 to $+1$, where a value of $+1$ represents a perfect positive correlation, -1 represents a perfect negative correlation, and 0 indicates there is no correlation.

The Pearson correlation coefficient was utilised to investigate the correlation between students' English speaking and critical thinking skills. This study was conducted to ascertain the impact of dilemma scenarios in teaching on these skills. The correlation analysis results can elucidate the causal relationship between the educational intervention and the enhancement of students' English speaking and critical thinking skills. An exceedingly favourable correlation indicates that the intervention enhanced both abilities. Conversely, the lack of a correlation indicates that the intervention had only a little impact on either skill.

This study utilised Pearson's coefficient correlation analysis to demonstrate the association between students' critical thinking and speaking skills during the educational intervention.

Qualitative Data Analysis

Qualitative data analysis is a methodical process used to uncover patterns, themes, and insights in non-numerical data. It involves steps such as transcription, initial reading, coding, and interpretation. In this research, qualitative analysis was crucial for understanding how dilemma scenarios enhance students' English speaking and critical thinking skills.

Semi-Structured Interviews

In this research, semi-structured interview data was analysed in several stages in order to separate rich qualitative information into informative themes. This approach allowed for detailed discussions on how dilemma scenarios improve English speaking and critical thinking.

Transcription and Initial Reading

The first step involved transcribing the audio recordings of the interviews verbatim, ensuring that every detail, including pauses and emotional nuances, was captured accurately. This detailed transcription process laid the foundation for the in-depth analysis that followed. Each transcript was read multiple times to gain a comprehensive understanding of the content. This immersive initial reading was critical for becoming intimately familiar with the data, allowing for the identification of preliminary insights and patterns.

Coding

The analysis commenced with open coding, where data were broken down into discrete parts and labeled with codes that summarized the essence of each segment. This phase was exploratory, aiming to categorize the data based on recurring concepts or ideas without preconceived categories, allowing the data to dictate the emerging themes. Following open coding, axial coding was employed to begin relating codes to each other, organizing them into categories and subcategories. This stage facilitated the identification

of relationships between different aspects of the participants' experiences and perceptions regarding the dilemma scenarios.

Interpretation

With the final themes established, the next step was to construct a narrative around these themes, weaving together the various strands of data into a coherent story that reflected the participants' experiences and insights. This narrative highlighted the key findings and illustrated how the dilemma scenarios influenced students' language learning and critical thinking development. The final phase involved interpreting the findings within the context of existing literature and the study theoretical framework. This interpretation aimed to situate the study results within broader pedagogical discussions, providing a critical analysis of how and why dilemma scenarios impact student learning.

Conclusion

In Chapter 3, this research described its thorough strategy to studying how dilemma scenarios enhance university students' English speaking and critical thinking skills. Pre- and post-tests, a Likert-scale questionnaire, and semi-structured interviews comprised the mixed-methods study design, which was explained in the chapter. The approach included data collection, including settings, scheduling, and instruments, and data analysis, including methods for interpreting the results. Quantitative data were analysed using statistical approaches to examine students' skills and perceptions, while qualitative data were analysed thematically and contentically to better understand students' experiences and dilemma scenarios instructional efficacy.

After establishing the methodological foundation in Chapter 3, Chapter 4: Results, presents the study results. It would demonstrate how dilemma scenarios affected participants' English speaking and critical thinking skills using quantitative and qualitative assessments. Chapter 4 presents statistical and thematic findings and combines them to address the research objectives given at the start of this study.

CHAPTER IV

RESULTS

This chapter presents the outcomes of the investigation into the effectiveness of dilemma scenarios in enhancing English speaking and critical thinking skills among undergraduate students at the University of Phayao, Thailand. Grounded in the research objectives, the findings elucidate the multifaceted impacts of this innovative pedagogical approach. The objectives guiding this study were 1. To investigate the development of speaking skills and critical thinking skills through the use of dilemma scenarios 2. To examine the correlation between speaking skills and critical thinking skills enhanced through the use of dilemma scenarios and 3. To explore the perceptions of undergraduate students on the efficacy of using dilemma scenarios for improving English speaking and critical thinking skills. All results of this study are presented both quantitative and qualitative. The presentation of the data analysis results is divided into three parts as follows:

Part 1: Data on the results of undergraduate students' speaking and critical thinking abilities through employing dilemma scenarios in the classroom setting.

Part 2: Data on the results of the relationship between speaking skills and critical thinking skills enhanced through the use of dilemma scenarios

Part 3: Data on the results of undergraduate students' perceptions of the efficacy of using dilemma scenarios for improving English-speaking skills and critical thinking skills

Part 1: Data on the results of undergraduate students' speaking and critical thinking abilities through employing dilemma scenarios in the classroom setting.

The first objective is to understand the transformative potential of dilemma scenarios in enhancing students' speaking abilities. To this end, the researcher dives deep into the comparative analyses of speaking proficiency, showcasing both pretest and post-test results, thus enabling a nuanced understanding of the evolution in speaking abilities of

45 undergraduate students as participants. This section focuses on presenting the data that underscores the speaking proficiency of the participating students. By employing a comparative approach, this study delves into both the pretest and post-test scores, shedding light on the potential influence of dilemma scenarios on their speaking abilities. The collective performance of all 45 participants offers a comprehensive view of the classroom's overall speaking proficiency evolution.

Enhancing Speaking Proficiency Through Dilemma Scenarios

Table 14 Pretest and Posttest Speaking Results through Learning with Dilemma Scenarios

Undergraduate students (N=45)	Speaking Proficiency Pretest (30 points)	Speaking Proficiency Posttest (30 points)	Gained Score
1	19	24	5
2	22	27	5
3	18	25	7
4	14	21	7
5	17	23	6
6	20	23	3
7	25	28	3
8	23	27	4
9	19	26	7
10	16	24	8
11	14	18	4
12	13	18	5
13	13	20	7
14	16	23	7
15	24	28	4

Table 14 (Conts.)

Undergraduate students (N=45)	Speaking Proficiency Pretest (30 points)	Speaking Proficiency Posttest (30 points)	Gained Score
16	19	26	7
17	20	21	1
18	14	22	8
19	22	23	1
20	18	25	7
21	14	19	5
22	12	18	6
23	15	17	2
24	13	16	3
25	16	23	7
26	16	24	8
27	21	27	6
28	17	21	4
29	20	26	6
30	16	23	7
31	20	24	4
32	22	27	5
33	21	27	6
34	19	26	7
35	23	27	4
36	10	14	4
37	16	22	6
38	18	20	2
39	16	24	8

Table 14 (Conts.)

Undergraduate students (N=45)	Speaking Proficiency Pretest (30 points)	Speaking Proficiency Posttest (30 points)	Gained Score
40	21	24	3
41	14	27	13
42	20	23	3
43	16	22	6
44	23	27	4
45	16	18	2
M	17.80	23.07	
SD.	3.56	3.51	

Table 14 reveals the speaking proficiency improvements of 45 third-year undergraduate students following their engagement with dilemma scenarios. This formal analysis is focused on dissecting the enhancements in their English-speaking abilities, as indicated by their pretest and posttest scores.

Significant progress was observed in Student 41, with their scores increasing from 14 in the pretest to 27 in the posttest, indicating an impressive gain of 13 points. This notable improvement underscores the impactful role of dilemma scenarios in enhancing language proficiency. Several participants, including students 10, 18, 26, and 39, also demonstrated substantial gains, each achieving an impressive 8-point increase. For instance, Student 10 advanced from 16 pre-test scores to 24 post-test scores, Student 18 elevated their proficiency from 14 to 22 post-test scores, Student 26 improved from 16 to 24 post-test scores, and Student 39 advanced from 16 to 24 post-test scores, each gaining 8 points. The data presented in Table 14 unequivocally demonstrate the effectiveness of dilemma scenarios in improving English speaking skills among undergraduate students. The substantial gains, especially among the highest performers,

emphasize the potential of innovative teaching methodologies in language education. These results not only showcase individual linguistic achievements but also collectively validate the success of the implemented educational approach. The implications of these findings are noteworthy, indicating a profound impact of engaging and dynamic learning environments on language proficiency.

Table 15 Comparative Analysis of Pre- and Post-Speaking Skills through Dilemma scenarios.

	t	df	Sig	Mean Difference	Lower	Upper
Pre-Test (n=45)	33.494	44	0.000*	17.8000	16.7290	18.8710
Post-Test (n=45)	44.055	44	0.000*	23.0666	22.0115	24.1219

Note: *Significance level of 0.05 ($P \leq .05$)

Table 15 in the study provides a succinct yet revealing comparison of the speaking skills of 45 undergraduate students before and after they engage with dilemma scenarios. The data is presented in a clear, statistical format, highlighting significant improvements in their speaking abilities. Initially, the pre-test results (n=45) show an average speaking proficiency score of 17.8000, with a t-value of 33.494 and a highly significant p-value (0.000*), indicating a strong baseline level. The 95% confidence interval ranges from 16.7290 to 18.8710, suggesting a reliable estimate of the initial speaking skills. Post the dilemma scenario intervention, the post-test results illustrate a notable increase in proficiency, with an average score of 23.0666. This post-learning enhancement is backed by a t-value of 44.055 and the same level of statistical significance, with the confidence interval stretching from 22.0115 to 24.1219. The clear rise in scores and the accompanying statistical significance firmly suggest that the dilemma scenarios were effective in improving the students' speaking skills.

In summary, Table 15 effectively captures the tangible impact of the dilemma scenarios on enhancing speaking proficiency, as evidenced by the significant differences in pre-and post-test scores. This demonstrates not only the effectiveness of the teaching method but also the students' capacity for notable improvement in their speaking skills.

Part 2: Data on the results of the relationship between speaking skills and critical thinking skills enhanced through the use of dilemma scenarios

The second objective focuses on examining the potential improvements in students' critical thinking skills and their English-speaking skills, post their engagement with dilemma scenarios. Leveraging the critical thinking criteria adapted from Panjandee's generative 2013 work, this study shed light on the performances, improvements, and patterns that emerged from the cohort of participants. This section highlights the critical thinking abilities of 45 undergraduate students. Using the adapted criteria from Panjandee (2013) critical thinking test, the researcher explores the performance of each of the 45 participants. This analysis is anticipated to provide insights into the potential enhancements in students' critical thinking skills, particularly after their exposure to dilemma scenarios within the English language classroom. To investigate the correlation between outcomes of the English speaking and critical thinking skills, the researcher performed a statistical analysis. The findings, which include correlation coefficients, are methodically represented in Table 17 and elaborated upon in the following sections.

Table 16 Correlation between Speaking Proficiency and Critical Thinking Enhanced by Dilemma Scenarios

		Critical Thinking	Posttest
Pearson Correlation	Critical Thinking	1.000	0.391
	Posttest	0.391	1.000
Sig	Critical Thinking	–	0.002
	Posttest	0.002	–
N	Critical Thinking	45	45
	Posttest	45	45

From Table 16, the relationship between critical thinking and post-test speaking proficiency, both enhanced through dilemma scenarios, is statistically analyzed using Pearson's correlation coefficient. The correlation between critical thinking scores and post-test speaking proficiency scores is found to be 0.391. This indicates a moderate positive relationship, suggesting that as students' critical thinking skills improve, there is a corresponding enhancement in their speaking proficiency. The significance (Sig) value for the correlation between critical thinking and post-test speaking proficiency is 0.002. This value is well below the conventional threshold of 0.05, indicating that the correlation is statistically significant and not likely due to random chance. The analysis was conducted with a sample size of 45 students for both critical thinking and speaking proficiency post-tests, providing a robust dataset for this correlation study.

The moderate positive correlation and its statistical significance suggest a meaningful correlation between the enhancement of critical thinking skills and improvements in speaking proficiency when dilemma scenarios are used as a teaching strategy. The lack of multicollinearity, as indicated by the correlation coefficients not exceeding 0.80, ensures the reliability of these findings and suggests that each skill independently contributes to the observed outcomes. These results underline the effectiveness of dilemma scenarios in simultaneously fostering critical thinking and speaking skills among undergraduate students. The following table explains the outcomes of this endeavour. Every row in the dataset corresponds to the performance of an individual student, which is evaluated based on the modified Panjandee criteria. This evaluation finally classifies their level of critical thinking proficiency. In addition, descriptive statistics, such as the mean and standard deviation, provide a detailed summary of the overall performance of a group.

Table 17 Critical thinking score for individual students engaged in dilemma scenarios

Students (N=45)	Critical Thinking Test Score	Panjandee (2013)'s Criteria	Interpretation
1	31	63	critical thinking is at a good level
2	42	70	critical thinking is at a very good level
3	38	66	critical thinking is at a very good level
4	36	66	critical thinking is at a very good level
5	34	65	critical thinking is at a very good level
6	34	65	critical thinking is at a very good level
7	34	65	critical thinking is at a very good level
8	38	66	critical thinking is at a very good level
9	40	68	critical thinking is at a very good level
10	39	67	critical thinking is at a very good level
11	37	66	critical thinking is at a very good level
12	30	62	critical thinking is at a good level
13	37	66	critical thinking is at a very good level
14	37	66	critical thinking is at a very good level
15	39	67	critical thinking is at a very good level
16	33	65	critical thinking is at a very good level
17	35	65	critical thinking is at a very good level
18	38	66	critical thinking is at a very good level
19	30	62	critical thinking is at a good level
20	38	66	critical thinking is at a very good level
21	34	65	critical thinking is at a very good level
22	37	66	critical thinking is at a very good level
23	34	65	critical thinking is at a very good level
24	35	65	critical thinking is at a very good level
25	35	65	critical thinking is at a very good level

Table 17 (Conts.)

Students (N=45)	Critical Thinking Test Score	Panjandee (2013)'s Criteria	Interpretation
26	37	66	critical thinking is at a good level
27	42	70	critical thinking is at a very good level
28	38	66	critical thinking is at a very good level
29	34	65	critical thinking is at a very good level
30	34	65	critical thinking is at a very good level
31	33	65	critical thinking is at a very good level
32	41	69	critical thinking is at a very good level
33	37	66	critical thinking is at a very good level
34	43	71	critical thinking is at a very good level
35	34	65	critical thinking is at a very good level
36	34	65	critical thinking is at a very good level
37	37	66	critical thinking is at a very good level
38	37	66	critical thinking is at a very good level
39	38	66	critical thinking is at a very good level
40	44	74	critical thinking is at a very good level
41	41	69	critical thinking is at a very good level
42	37	66	critical thinking is at a very good level
43	40	68	critical thinking is at a very good level
44	35	65	critical thinking is at a very good level
45	30	62	critical thinking is at a good level
M	36.47	66.07	critical thinking is at a very good
S.D.	3.37	2.24	level

The overall critical thinking level of the 45 undergraduate students is predominantly high, with 40 students being evaluated as having a "very good level" of critical thinking. Additionally, 5 students representing the sample are assessed as having a "good level" of critical thinking.

Table 17 provides an insightful overview of the critical thinking abilities of 45 undergraduate students, with a specific focus on the top five scorers in the Critical Thinking Test. These scores depict students' proficiency in critical thinking skills. Student 40 leads the list with the highest critical thinking test score of 44, showcasing exemplary critical thinking capabilities. Following closely is Student 34 with a test score of 43, indicating a very high level of critical thinking skills. Tied for the third position are Student 2 and Student 27, both achieving a score of 42, reflecting their very good level of critical thinking abilities. Student 32 and Student 41 are tied for fifth position with a score of 41, demonstrating a very good level of critical thinking skills.

These top five scorers exemplify the highest level of critical thinking among the participants. Their scores, ranging from 41 to 44, indicate a significant ability for critical thinking skills. This performance demonstrates the effectiveness of the educational approach in fostering advanced critical thinking skills.

Part 3: Data on the results of undergraduate students' perceptions of the efficacy of using dilemma scenarios for improving English-speaking skills and critical thinking skills.

Transitioning from quantitative measures to the realm of both quantitative and qualitative insights, the third objective embarks on an exploration of the perceptions and sentiments of 45 undergraduate students. This study deciphers their perceptions of the efficacy of dilemma scenarios in the classroom, to build a comprehensive narrative around the subjective experiences of these participants, adding another layer of depth to the understanding.

Shifting focus from purely numeric analyses, the third objective delves into the nuanced, qualitative domain of student perceptions. Understanding these perceptions provides a richer, more holistic perception of the impact of dilemma scenarios in the

classroom setting. In an endeavour to harness these insights, The researcher administered a 20-question questionnaire to a cohort of 45 students. This aimed to gauge their perspectives regarding the incorporation of dilemma scenarios in their learning. To further refine this understanding, group interviews comprising four pertinent questions were conducted. The objective was to delve deeper, capturing the essence of their experiences and feedback. In the subsequent sections, results were presented with quantitative tables derived from the questionnaire responses. Additionally, qualitative insights were articulated, stemming from the content analysis of the interview data collected. This integrated approach seeks to provide a comprehensive understanding of the undergraduate students' perceptions.

Table 18 Students' Perceptions on the Efficacy of Dilemma Scenarios in Enhancing English-speaking and Critical Thinking skills: Questionnaire Results

No.	Statements	Mean	S.D.	Interpretation
1.	I believe dilemma scenarios enhance my English speaking skills.	4.17	0.82	Agree
2.	Dilemma scenarios make my English learning process more interesting.	4.29	0.75	Agree
3.	I find that dilemma scenarios help me to grasp new vocabulary more effectively.	4.37	0.60	Agree
4.	Learning English through dilemma scenarios encourages me to think more critically.	4.17	0.75	Agree
5.	I gain more confidence in speaking English after engaging in dilemma scenarios.	4.06	0.84	Agree
6.	I find the challenges presented in dilemma scenarios stimulating and beneficial.	4.37	0.73	Agree
7.	I feel the dilemma scenarios used in our class reflect real-life scenarios.	4.51	0.61	Strongly Agree

Table 18 (Conts.)

No.	Statements	Mean	S.D.	Interpretation
8.	I am comfortable expressing my ideas in English during dilemma scenarios.	4.00	0.80	Agree
9.	Dilemma scenarios actively involve me in the learning process.	4.29	0.71	Agree
10.	Participating in dilemma situations assists in improving my English pronunciation.	4.31	0.72	Agree
11.	Dilemma scenarios enhance my ability to interact in English effectively.	4.37	0.65	Agree
12.	Engaging in dilemma scenarios aids in understanding different viewpoints.	4.17	0.86	Agree
13.	I prefer the method of learning English through dilemma scenarios over traditional methods.	4.23	0.84	Agree
14.	I would appreciate more use of dilemma scenarios in our English classes.	4.29	0.83	Agree
15.	The feedback and assessment I receive after dilemma scenarios are helpful in my learning.	4.31	0.72	Agree
16.	I find that dilemma scenarios make me more aware of my speaking errors.	4.14	0.73	Agree
17.	I feel more motivated to learn English through dilemma scenarios.	4.23	0.77	Agree
18.	Dilemma scenarios improve my ability to construct and convey my arguments in English.	4.09	0.89	Agree
19.	Dilemma scenarios aid in my comprehension of grammar rules in context.	3.89	0.93	Agree

Table 18 (Conts.)

No.	Statements	Mean	S.D.	Interpretation
20.	I think learning English through dilemma scenarios prepares me better for real-life English communication.	4.26	0.82	Agree
The overall students' perception level		4.23	0.77	Agree

As shown Table 18, the students' overall perception of the efficacy of dilemma scenarios in enhancing English speaking and critical thinking skills is at an agree-level. As per the descending order of the average mean score item 7 is the highest (\bar{x} =4.51),(S.D.=0.61), followed by item 3 (I find that dilemma scenarios help me to grasp new vocabulary more effectively) with a mean score of 4.37, S.D =0.60 and followed item 6 (I find the challenges presented in dilemma scenarios stimulating and beneficial) with the mean score of 4.37, S.D.= 0.73 and followed item 11 (Dilemma scenarios enhance my ability to interact in English effectively) with the mean of 4.37, S.D.=0.65 The lowest mean score is item 19 (Dilemma scenarios aid in my comprehension of English grammar rules in context) with a mean score of 3.89, S.D.=0.93

In essence, the results from Table 18 paint a vivid picture of how dilemma scenarios are perceived as a powerful tool in fostering not only the students' English language skills but also their critical thinking abilities. The high scores across these statements are a testament to the effectiveness and relevance of such innovative teaching approaches in the contemporary educational landscape.

Following the quantitative analysis of the questionnaire results, which provided a broad overview of the students' overall perceptions regarding the efficacy of dilemma scenarios in enhancing English speaking and critical thinking skills, the study further delves into the qualitative insights derived from semi-structured interviews. This section aims to present qualitative analysis, offering a deeper understanding of the students' perspectives on the use of dilemma scenarios for improving language and cognitive skills as outlined in the third objective of the research.

To gain a more detailed comprehension, the participants were divided into three groups based on their performance in a preliminary speaking test, leading to the formation of the Advanced Engagement Group, the Progressing Engagement Group, and the Foundational Engagement Group. Each group consisted of four students, totaling 12 participants for these in-depth interviews. This categorization facilitated a targeted approach to understanding the varied impacts of dilemma scenarios across different levels of language proficiency.

For confidentiality and to maintain the anonymity of student responses, the researcher adopted a coding system for the interview data. Each participant was assigned a unique code, such as "AEG" for a student from the Advanced Engagement Group, "PEG" for a student from the Progressing Engagement Group, and "FEG" for a student from the Foundational Engagement Group. This coding not only ensures the privacy of the participants but also allows for an organized analysis and presentation of the findings without attributing responses directly to specific individuals. The rationale behind using codes in transcribing interviews lies in the ethical consideration of research practices, ensuring participants' anonymity while allowing for a detailed and personalized account of their experiences and perceptions. This method enables researchers to draw profound insights from the qualitative data without compromising the integrity or confidentiality of the participants' responses.

In the subsequent section, the results derived from this qualitative analysis were presented, focusing on the students' detailed responses to the four key interview questions designed to explore their perspectives on learning English speaking and critical thinking through dilemma scenarios. These questions aimed to elicit students' thoughts on the instructional method's effectiveness, its contribution to their critical thinking development, its impact on their class engagement and motivation, and their preferences regarding specific dilemma scenarios. The forthcoming analysis provided a comprehensive understanding of how dilemma scenarios are perceived by students across the three engagement groups, enriching the study's findings with qualitative depth and complexity.

The researchers enhanced their comprehension of the students' perspectives and attitudes towards the teaching approach employed in this study by examining data from Question 1 semi-structured interviews, which related to their perspectives on developing English speaking skills and critical thinking skills through dilemma scenarios. The interview results from all three groups of students indicated that the use of dilemma scenarios produced a variety of perspectives, ranging from passionate endorsement to reflective critique. The comments demonstrated a comprehensive comprehension of the practical uses of these skills, which were developed through an innovative instructional approach. Respondents emphasized the significance of issue scenarios in improving English speaking and critical thinking skills, and they appreciated the interactive learning environment that they fostered. Additionally, the researchers investigated how the scenarios might facilitate students' utilization of English for the purpose of solving problems and uncovering concepts in real-life scenarios. Overall, the responses indicated a transition from traditional language lessons to a focus on more interactive and introspective learning.



Table 19 Qualitative Analysis of Participants' Responses to Question 1

Question	Sample Statements	Codes	Content Analysis
Question 1: What do you think about learning English speaking and Critical thinking through dilemma scenarios?	<p>"Using dilemma scenarios completely changed my approach to learning English. It's not just about speaking better; it's about thinking more critically too."</p>	AEG1	Enhanced learning Participants in this group expressed appreciation for the interactive learning atmosphere fostered by dilemma scenarios, emphasizing the usefulness of scenarios in improving English-speaking and critical thinking skills.
	<p>"The thing that really hit home for me was how these scenarios apply to the real world. Learning English this way isn't just about grammar or vocabulary; it's about thinking on your feet and being able to communicate complex ideas clearly."</p>	AEG2	Real-world application Participants highlighted the practical implications of skills learned through dilemma scenarios, indicating a deeper comprehension fostered by the innovative teaching approach.

Table 19 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 1: What do you think about learning English speaking and Critical thinking through dilemma scenarios?	<p>"These scenarios grabbed my attention from the start. They made me use English not just as a language, but as a tool for solving problems and exploring ideas. It's been both useful and eye-opening."</p> <p>"I was definitely pushed out of my comfort zone with these scenarios, but that's exactly what I needed. To really learn a language and develop my speaking, you have to be challenged."</p>	<p>AEG3</p> <p>AEG4</p>	<p>Attention & engagement</p> <p>Participants expressed high levels of engagement and interest in the scenarios, which they found both useful and enlightening in using English as a tool for problem-solving and idea exploration.</p> <p>Comfort zone challenge</p> <p>Participants acknowledged the challenges posed by the scenarios but recognized them as beneficial for language learning and speaking development.</p>

Table 19 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 1: What do you think about learning English speaking and Critical thinking through dilemma scenarios?	<p>"At the start, it felt a bit overwhelming, but I quickly started to see how much more confident and clear I was getting at sharing my thoughts in English."</p> <p>"Working through dilemma scenarios helped me see how different viewpoints matter when we talk. It's taught me a lot about how to express myself better."</p> <p>"I really liked how these scenarios gave us a clear way to practice English. They helped me improve a lot by making it okay to try and mess up sometimes."</p>	<p>PEG1</p> <p>PEG2</p> <p>PEG3</p>	<p>Overcoming challenges Participants initially found the scenarios overwhelming but gradually became more confident and clear in expressing themselves in English.</p> <p>Understanding viewpoints Participants recognized the importance of considering different perspectives in communication, indicating an improvement in expressing themselves effectively.</p> <p>Practice and improvement Participants appreciated the structured practice provided by the scenarios, which allowed them to improve their English skills and feel comfortable making mistakes.</p>

Table 19 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 1: What do you think about learning English speaking and Critical thinking through dilemma scenarios?	<p>"I'm really into the way these scenarios work. They help with both my English and my ability to think through things, which I think is super important."</p> <p>"At first, it was hard to keep up, but using these scenarios to learn was fun and helped me get better step by step."</p>	<p>PEG14</p> <p>FEG1</p>	<p>Participants recognized the scenarios' dual benefit in improving both their English skills and their ability to think critically, highlighting the method's significance.</p> <p>Participants initially found it challenging to keep up with the scenarios but enjoyed the learning process, which helped them gradually improve their skills.</p>

Table 19 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 1: What do you think about learning English speaking and Critical thinking through dilemma scenarios?	<p>"Even though the scenarios made me think a lot, I liked them. They made learning more interesting and effective."</p> <p>"Sometimes, I doubted if my responses were correct, but the scenarios were enjoyable and a great method to learn by doing."</p> <p>"Learning this way is fun but challenging. Dilemma scenarios make me think hard before I respond, but I think it's totally worth it."</p>	<p>FEG2</p> <p>FEG3</p> <p>FEG4</p>	<p>Interesting and effective learning Participants found the scenarios engaging and effective in learning, despite the mental effort required.</p> <p>Learning by doing. Participants found the scenarios enjoyable and effective for learning through practice, even if they were unsure of their responses at times.</p> <p>Fun and challenging learning Participants found the scenarios both enjoyable and challenging, believing that the effort required was worthwhile for their learning.</p>

Table 19 provides a qualitative analysis of these replies. Along with relevant codes and content analysis, the table classified responses from three groups of participants: the Advanced Engagement Group (AEG), the Progressing Engagement Group (PEG), and the Foundational Engagement Group (FEG). Many AEG participants remarked on how beneficial dilemma scenarios were for developing their critical thinking and spoken English skills in an engaging and collaborative learning environment. The PEG showcased their progression from anxiety to competence, demonstrating how dilemma scenarios can really be a catalyst for growth. It was clear from the FEG's answers that these scenarios helped them improve their English speaking and critical thinking skills, as they faced both immediate and long-term difficulties. The table showed how different types of dilemma scenarios affected students' growth as learners. The main elements were concisely explained by the coding in the table.

The qualitative analysis of participants' responses to Question 2 showed an exploration of how dilemma scenarios contribute to the development of critical thinking skills, along with specific examples from their learning experiences. The responses are categorized by the three participant groups: Advanced Engagement Group (AEG), Progressing Engagement Group (PEG), and Foundational Engagement Group (FEG).



Table 20 Qualitative Analysis of Participants' Responses to Question 2

Question	Sample Statements	Codes	Content Analysis
<p>Question 2: How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?</p>	<p>"These scenarios make me stop and think deeply, especially when it's about real-life decisions like budgeting or ethical dilemmas. It's about using logic, not just gut feelings."</p>	<p>AEG1</p>	<p>Enhanced critical thinking</p> <p>Learners in the Advanced Engagement Group emphasized that dilemma scenarios encouraged deep thinking, particularly in real-life contexts, promoting logical reasoning over intuitive responses. They found these scenarios valuable for developing their analytical and decision-making skills.</p>
	<p>"Dilemma scenarios train me to structure my thoughts and argue my points clearly. It's about laying out my reasoning in a coherent way, which is a critical skill."</p>	<p>AEG2</p>	<p>Structured reasoning</p> <p>Participants highlighted that dilemma scenarios helped them structure their thoughts and communicate effectively, emphasizing the importance of coherent reasoning. They felt that these scenarios improved their ability to present logical arguments, a skill crucial for critical thinking.</p>

Table 20 (Conts.)

Question	Sample Statements	Codes	Content Analysis
<p>Question 2: How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?</p>	<p>"Dilemma scenarios made me look at problems from different sides before choosing what to do. It showed me that there's often more than one way to solve a problem."</p>	<p>AEG3</p>	<p>Multiple perspectives</p> <p>Learners appreciated that dilemma scenarios encouraged them to consider diverse perspectives when analyzing problems, highlighting the complexity of decision-making. They noted that these scenarios broadened their understanding by presenting various solutions to a single problem.</p>
	<p>"Working with dilemma scenarios helped me use what I've learned in real situations. They taught me how important it is to think carefully before making decisions."</p>	<p>AEG4</p>	<p>Real-world application</p> <p>Participants recognized that dilemma scenarios prepared them for real-life situations, emphasizing the need for thoughtful decision-making. They found these scenarios beneficial for applying theoretical knowledge to practical contexts, enhancing their critical thinking abilities.</p>

Table 20 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 2: How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?	<p>"Real-life-based scenarios make me think from various angles, considering different reasons and perspectives before making a decision."</p>	<p>PEG1</p>	<p>Angle consideration</p> <p>Learners in the Progressing Engagement Group noted that dilemma scenarios encouraged them to think from multiple perspectives, helping them consider various aspects of a problem before making decisions. They appreciated this approach for its ability to broaden their thinking and enhance their problem-solving skills.</p>
	<p>"Encountering dilemmas like witnessing cheating tests me. It's about analyzing the situation and figuring out the best course of action, which enhances my problem-solving skills."</p>	<p>PEG2</p>	<p>Analytical thinking</p> <p>Participants found that dilemma scenarios challenged them to analyze complex situations, improving their ability to solve problems effectively. They noted that these scenarios enhanced their analytical skills by requiring them to evaluate situations critically and determine the most appropriate actions.</p>

Table 20 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 2: How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?	<p>"These scenarios are practice for life, teaching me to think analytically and make decisions confidently."</p>	<p>PEG3</p>	<p>Life preparation</p> <p>Learners felt that dilemma scenarios prepared them for real-life challenges, teaching them to think analytically and make decisions confidently. They appreciated the practical skills gained from these scenarios, noting that they were beneficial for developing a proactive approach to problem-solving and decision-making.</p>
	<p>"The dilemmas made me consider my options, which helped me think more critically about situations and make better decisions. It's about using logic to solve problems in real life and learning from each choice."</p>	<p>PEG4</p>	<p>Decision-making improvement</p> <p>Participants highlighted that dilemma scenarios improved their decision-making skills by encouraging them to consider various options and learn from their choices. They noted that these scenarios promoted logical thinking and enabled them to make better decisions in real-life situations.</p>

Table 20 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 2: How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?	<p>"Different scenarios keep me thinking and solving problems constantly, which is a great exercise for my brain."</p> <p>"Talking about unfamiliar situations helps me see various solutions and understand others' viewpoints, enriching my critical thinking."</p>	<p>FEG1</p> <p>FEG2</p>	<p>Continuous problem-solving</p> <p>Learners in the Foundational Engagement Group found that dilemma scenarios provided constant mental stimulation, improving their problem-solving abilities. They appreciated the challenges posed by these scenarios, noting that they were beneficial for keeping their minds active and engaged.</p> <p>Action reflection</p> <p>Learners in the Foundational Engagement Group reflected on how specific scenarios, such as offering seats to the elderly, prompted them to reflect on their actions, leading to a deeper understanding of their decisions and enhancing their critical thinking skills.</p>

Table 20 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 2: How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?	<p>"Scenarios like offering seats to the elderly made me reflect on my actions and understand the reasons behind them, deepening my critical thinking."</p> <p>"Working through dilemmas helped me practice critical thinking in a supportive setting, making me more confident in my ability to communicate effectively."</p>	<p>FEG3</p> <p>FEG4</p>	<p>Action reflection</p> <p>Learners in the Foundational Engagement Group reflected on how specific scenarios, such as offering seats to the elderly, prompted them to reflect on their actions, leading to a deeper understanding of their decisions and enhancing their critical thinking skills.</p> <p>Confidence building</p> <p>Participants felt that working through dilemmas in a supportive setting improved their confidence in their ability to think critically and communicate effectively. They appreciated the opportunity to practice critical thinking skills in a safe environment, which enhanced their overall learning experience.</p>

Table 20 presented a thorough summary of how students from different interaction groups, with the use of real-life examples, assessed the impact of dilemma scenarios on their critical thinking skills. The participants in the Advanced Engagement Group highlighted the significance of employing logical reasoning instead of intuitive reactions when confronting real-life dilemma scenarios, thereby fostering thoughtful and critical thinking. These scenarios greatly improved their analytical and decision-making skills. According to one participant, the dilemma scenarios encouraged them to consider challenges from other perspectives, enabling them to recognise that there are typically multiple solutions to a particular dilemma.

Students in the Progressing Engagement Group stated that the dilemma scenarios compelled them to analyse topics from several perspectives, enhancing their ability to integrate relevant knowledge and arrive at well-founded judgements. Due to its capacity to enhance their cognitive flexibility and enhance their problem-solving skills, they noticed this approach as highly beneficial. An individual stated that the scenarios enhanced their problem-solving skills by compelling them to engage in critical thinking on challenging scenarios.

The Foundational Engagement Group provided ongoing mental stimulation through dilemma scenarios, resulting in increased problem-solving abilities among the participants. The researchers discovered that the challenges presented by the dilemma scenarios effectively occupied and stimulated their thinking, leading them to express gratitude for this. In addition, through listening to the perspectives and proposed resolutions of others about unusual dilemma scenarios, students were able to enhance their critical thinking skills.

Overall, Table 20 indicated that using dilemma scenarios is an effective method for instructing analytical thinking, decision-making, and problem-solving abilities. Furthermore, it is possible that scenarios might enhance critical thinking skills across various levels of learner engagement.

Table 21 Qualitative Analysis of Participants' Responses to Question 3

Question	Sample Statements	Codes	Content Analysis
<p>Question 3: How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?</p>	<p>"Dilemma scenarios sparked my curiosity and made English classes more intriguing. I felt particularly engaged when we tackled scenarios that mirrored real-life challenges, pushing me to use English in practical, thoughtful ways."</p>	<p>AEG1</p>	<p>Increased engagement and practical application</p> <p>Participants found dilemma scenarios intriguing, sparking curiosity and practical thinking in real-life situations, enhancing engagement.</p>
<p>engaged or disengaged?</p>	<p>"These scenarios significantly boosted my motivation. I remember feeling especially connected to the lessons when we had to debate ethical dilemmas, which made me eager to express my opinions in English."</p>	<p>AEG2</p>	<p>Increased motivation and connection</p> <p>Scenarios boosted motivation and connection to lessons, especially when debating ethical dilemmas, encouraging active participation.</p>

Table 21 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 3: How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?	<p>"The hands-on approach to learning through these scenarios made me look forward to English classes. Discussing diverse, complex issues in English was both challenging and rewarding."</p>	AEG3	Active involvement and dynamic learning Participants expressed high levels of engagement and interest in the scenarios, which they found both useful and enlightening in using English as a tool for problem-solving and idea exploration.
	<p>"I found myself more engaged and motivated than ever before. The scenarios requiring us to navigate tricky social situations in English particularly stood out, as they felt relevant and directly applicable to my experiences."</p>	AEG4	Relevance and applicability Engaged and motivated by scenarios involving tricky social situations in English, finding them relevant and applicable to personal experiences.

Table 21 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 3: How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?	<p>"At first, I was hesitant, but the scenarios made class more dynamic and interactive. I was particularly drawn in by scenarios that demanded critical analysis and public speaking."</p> <p>"The scenarios improved my motivation by making learning more relatable. The moments I spent discussing potential outcomes and strategies in English stood out as especially engaging."</p> <p>"Dilemma scenarios transformed my outlook on learning English, making it more than just memorization. I remember feeling exceptionally involved during scenarios that mimicked real-life decision-making."</p>	<p>PEG1</p> <p>PEG2</p> <p>PEG3</p>	<p>Increased dynamism and interactivity Initially hesitant, but scenarios made class dynamic and interactive, drawing attention to critical analysis and public speaking.</p> <p>Relatability and engagement Scenarios improved motivation by relating learning to real-life situations, with engaging discussions on potential outcomes and strategies.</p> <p>Change in outlook and involvement Scenarios changed outlook on learning English, emphasizing practicality over memorization, with exceptional involvement in real-life decision-making scenarios.</p>

Table 21 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 3: How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?	<p>"These scenarios were a game-changer for my motivation. Engaging in complex problem-solving in English made me appreciate the practical aspects of language learning."</p> <p>"Initially, English classes were intimidating, but the scenarios made them more accessible and engaging. I was particularly motivated by scenarios that allowed for creative problem-solving in English."</p> <p>"Dilemma scenarios helped me feel more connected to the material, enhancing my motivation. Scenarios that involved collaborative discussions in English were standout moments of engagement for me."</p>	<p>PEG4</p> <p>FEG1</p> <p>FEG2</p>	<p>Motivation and problem-solving Scenarios were a game-changer for motivation, emphasizing complex problem-solving and practical aspects of language learning.</p> <p>Increased accessibility and engagement Scenarios made classes less intimidating and more engaging, motivating creative problem-solving in English.</p> <p>Connection and engagement Participants appreciated the structured practice provided by the scenarios, which allowed them to improve their English skills and feel comfortable making mistakes.</p>

Table 21 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 3: How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?	<p>"These scenarios made learning English less daunting and more interactive. I felt most engaged when the scenarios required us to work together to find solutions, making the language learning process more communal and supportive."</p> <p>"Engaging with dilemma scenarios boosted my confidence and interest in learning English. The scenarios that required us to apply language skills to real-world problems were particularly motivating."</p>	<p>FEG3</p> <p>FEG4</p>	<p>Interactivity and support Participants found the scenarios engaging and effective in learning, despite the mental effort required.</p> <p>Confidence and motivation Participants found the scenarios both enjoyable and challenging, believing that the effort required was worthwhile for their learning.</p>

Table 21 provided a detailed qualitative analysis of how participants from different engagement groups perceived the impact of dilemma scenarios on their engagement and motivation in English-speaking classes. The qualitative analysis of the respondents' responses to the dilemma scenarios in Question 3, and how these scenarios influenced their motivation to participate in English courses, was presented in a table. The evaluation assessed three levels of participation: Advanced, Progressing, and Foundational. The students in the Advanced Engagement Group indicated that the realistic elements of the scenarios significantly contributed to their heightened engagement and enjoyment. The occurrences were attributed for generating a dynamic learning environment, which inspired a renewed desire for language study. The Progressing Engagement Group had a significant rise in both engagement and motivation, especially when the scenarios facilitated their understanding of the practical application of classroom knowledge in real-life situations. The Foundational Engagement Group experienced increased motivation among beginners due to dilemma scenarios that have made English learning more accessible and engaging. The findings demonstrate that dilemma scenarios significantly enhanced students' engagement and motivation during English-speaking sessions by offering them real and practical language learning contexts.



Table 22 Qualitative Analysis of Participants' Responses to Question 4

Question	Sample Statements	Codes	Content Analysis
Question 4 Analysis: Which dilemma scenarios do you like? Why?	<p>“The 'Love Triangle' scenario resonates with me deeply. It's a scenario I've encountered personally, making the analysis more introspective and engaging”</p> <p>“Among the scenarios, the 'Love Triangle' stands out. It demands emotional intelligence and deep thought, making it particularly appealing.”</p> <p>“I find 'The Lost Necklace' scenario intriguing because it challenges me to apply critical thinking in a context I'm passionate about—solving mysteries.”</p>	<p>AEG1</p> <p>AEG2</p> <p>AEG3</p>	<p>Emotional and Psychological Investigation</p> <p>Emotional Intelligence and Critical Thinking</p> <p>Application of Critical Thinking</p>

Table 22 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 4 Analysis: Which dilemma scenarios do you like? Why?	<p>"I really liked the 'Love Triangle' scenario because it was about something they had experienced."</p> <p>"The 'Love Triangle' was engaging and relatable. Discussing it felt like navigating real interpersonal dynamics, making English practice relevant and lively."</p> <p>"I enjoyed the 'Love Triangle' scenario because it allowed me to express my thoughts clearly and confidently. It was fun, and I learned new vocabulary, enhancing my decision-making and reasoning skills."</p> <p>"My favorite was the 'Language Teaching Job' scenario. It's something I'm passionate about discussing, and I believe I expressed my decisions and opinions most effectively in this context out of all the scenarios."</p>	<p>AEG4</p> <p>PEG1</p> <p>PEG2</p> <p>PEG3</p>	<p>Personal Relevance and Engagement</p> <p>Stimulating Discussions and Relatability</p> <p>Clear Expression and Vocabulary Growth</p> <p>Passionate Discussion and Effective Expression</p>

Table 22 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 4 Analysis: Which dilemma scenarios do you like? Why?	<p>“The ‘Love Triangle’ was my top pick. It was enjoyable and challenged me to use new vocabulary, think critically, and make decisions, which was a great learning experience.”</p> <p>“The Love Triangle’ scenario was fun and relatable, making the learning process engaging and less daunting for me.”</p> <p>“The Cheating Classmate’ scenario was particularly interesting to me. It required a difficult decision, but I enjoyed giving my reasoning during the lesson. This situation felt very real and was the one I felt most adept at discussing and rationalizing in class.”</p> <p>“I really connected with the Love Triangle’ scenario because it forced me to make tough choices in situations similar to what I’ve faced myself. While it was challenging to decide, this scenario remains my favorite for its relatability and the complex thinking it invoked.”</p>	<p>PEG4</p> <p>FEG1</p> <p>FEG2</p> <p>FEG3</p>	<p>Enjoyment and Skills Development</p> <p>Approachable and Engaging Learning</p> <p>Real-Life Situations and Ethical Decisions</p> <p>Tough Choices and Relatability</p>

Table 22 (Conts.)

Question	Sample Statements	Codes	Content Analysis
Question 4 Analysis: Which dilemma scenarios do you like? Why?	<p>“The Love Triangle’ stood out as it was among the first scenarios we encountered and was incredibly fun to discuss. It encouraged me</p> <p>to express my thoughts clearly and confidently, making it a scenario where I felt I could present my reasoning most effectively.”</p>	FEG4	Early Exposure and Effective Expression

Table 2.2 provides a qualitative analysis of their responses to Question 4. The data was categorised into three distinct categories according to the participants' level of engagement: advanced, progressing, and fundamental. Dilemma scenarios that generated strong emotional and psychological involvement were more widely favoured in all categories. Many participants found the 'Love Triangle' scenario to be very relevant and intellectually stimulating. The participants responded effectively to dilemma scenarios that were both realistic and intellectually stimulating. The students' engagement with moral dilemmas and exploration of other perspectives facilitated the development of their critical thinking skills. Most participants had a higher level of commitment and motivation to enhance their language skills through their involvement in these dilemma scenarios, which they considered to be significant, enjoyable, and beneficial. The findings indicate that including emotionally meaningful and realistic scenarios into language learning might effectively enhance student engagement and motivation.

Conclusion

This chapter was to provide a comprehensive analysis of the effectiveness of dilemma scenarios in enhancing English speaking and critical thinking skills among undergraduate students at the University of Phayao, which is located in Thailand. Fortunately, we were able to demonstrate the various consequences that this distinctive teaching approach has on the learning outcomes of students by conducting an exhaustive investigation that was based on the objectives of the study.

The study found that students who participated in dilemma scenarios experienced significant improvements in their speaking skills. This was shown by the comparative examination of the outcomes of the pre-test and the post-test. The research results clearly indicated that the scenarios mentioned above had a significant role in improving the English speaking skills of the students, with some students exhibiting extraordinary advancements. This progress resulted not only in the ability to speak fluently in English, but also in their self-assurance and their desire to participate in conversations

and discussions, demonstrating a more profound comprehension of how language is used in scenarios that are relevant to everyday life.

In addition, the investigation into the correlation between critical thinking skills and speaking skills revealed a slightly favourable association, which suggests that as students increased their critical thinking skills, they also improved their speaking skill by a comparable amount. This association highlights an additional advantage of dilemma scenarios, which is that they encourage both language competence and cognitive skills, which ultimately leads to an improvement in general academic performance at the university level.

Through the investigation of students' perspectives on the implementation of dilemma scenarios, the researcher was able to obtain valuable qualitative data that complemented the conclusions of the study. The implementation of dilemma scenarios was seen as an effective method for making the process of learning English more interesting and relevant by a variety of student groups, ranging from those who were just starting on their journey to becoming competent in the language to those who were already the adept database. The students appreciated dilemma scenarios due to they were relatable to them and because they required a significant amount of psychological and emotional focus from them. Students were not only inspired to participate more actively in class as a result of this engagement, but they also approached the process of language acquisition with a revived excitement and an engaged perspective.

The 'Love Triangle' scenario, in particular, has been established as a favourite among students due to its capacity to elicit profound thoughts and feelings and to encourage an in-depth investigation of feelings and thoughts. These decisions emphasise the significance of choosing scenarios that connect with the lived experiences of students and inspire a deeper psychological involvement on their part.

In summary, this chapter provides compelling evidence that dilemma scenarios are effective in enhancing English speaking and critical thinking skills, but they also have the potential to revolutionise the experience of learning a language. As a result of its ability to make learning more dynamic, personally relevant, and reflective of real-life difficulties, dilemma scenarios have proved to be an extremely significant tool in the current

educational scene. Their influence appears beyond the students' academic accomplishments, affecting not just their personal development but also how they approach learning and how they approach problem-solving in their daily lives.

The next chapter presents the study summary, discussion, and recommendations for the applications of the research results and further studies.



CHAPTER V

CONCLUSIONS

This chapter is an in-depth discussion of how dilemma scenarios enhance the development of speaking and critical thinking skills in undergraduate students at the University of Phayao in Thailand. This study was conducted to determine the scope of the impact that resulted from different scenarios. The objective of the following section is to provide a concise overview of the study's findings, analyse these results in the context of current literature and concepts, and provide recommendations for further study and teaching methods. The main objectives of this research were to investigate the various impact of dilemma scenarios in a classroom setting, with an emphasis on enhancing their English speaking and critical thinking skills among university students. These objectives provided the basis for the beginning of this study. The specific objectives were: 1) To investigate the development of speaking skills and critical thinking skills through the use of dilemma scenarios, 2) To examine the correlation between speaking skills and critical thinking skills enhanced through the use of dilemma scenarios. 3) To explore the perceptions of undergraduate students on the efficacy of using dilemma scenarios for improving English-speaking and critical thinking skills.

Summary of the study

1. Summary of Enhancing Speaking and Critical Thinking Skills

The purpose of this research was to assess the impact that being presented with dilemma scenarios has on the ability of undergraduate students to improve their speaking and critical thinking skills. To accurately represent the entire consequences of these educational interventions, the methodological approach utilised a combination of qualitative insights and quantitative evaluations.

45 undergraduates in the course had a wide variety of speaking skills starting with. Some students first difficulty to express themselves clearly in English, as shown by the lowest possible score of 10 on the pre-test. On the other hand, the group's varied

levels of language proficiency were shown by the highest reported score of 25. A standard deviation (SD) of 3.56 and an average speaking proficiency score of 17.80 demonstrated the individuals' initial diversity in speaking abilities.

Following the integration of dilemma scenarios into the curriculum, a significant enhancement in speaking proficiency was observed. The post-test scores illuminated substantial progress, with the lowest score improving to 14 and the highest score escalating to 28. This improvement underscores the efficacy of dilemma scenarios in fostering linguistic advancement. The average score saw a notable rise to 23.07, with a slightly narrowed SD of 3.51, indicating a cohesive improvement across the board. The remarkable progress of one student from a pre-test score of 14 to a post-test score of 27, achieving a 13-point gain, exemplifies the profound impact of the intervention.

Analysing the results of the undergraduates' pre- and post-tests illustrates clearly how important dilemma scenarios are for improving their speaking skills. Besides from establishing that problem scenarios could significantly improve language skills, the method's ability to create an engaging and successful learning environment is further demonstrated by the significant rise in both average scores and individual performances. The scenario's effectiveness in addressing the diverse skill levels across the group of participants is further demonstrated by the tendency towards a more unified improvement, as represented by the standard deviation.

The observed improvement aligns with the study objective, which aims to investigate the development of English speaking and critical thinking skills using dilemma scenarios. Utilising dilemma scenarios in this study resulted in enhanced communication skills and critical thinking skills among students. This approach effectively bridged the gap between theoretical classroom learning and practical real-world application.

In addition to shedding light on students' speaking skill, this study additionally demonstrated how undergraduates' critical thinking skills were significantly affected by dilemma scenarios. Implementing a modified version of Panjandee (2013) test, the study of critical thinking abilities presented an in-depth illustration of how these dilemma scenarios contributed to cognitive growth.

Students' capacity to think critically as they engage in dilemma scenarios improved significantly, according to the results of the critical thinking test. Initially, the wide range of results demonstrated that the 45 individuals have a variety of basic critical thinking skills. On the other hand, significant improvement was seen after the intervention, indicating that dilemma scenarios are beneficial for developing strong analytical skills.

The intervention resulted in a significant increase in the average critical thinking scores of all participants. The mean score after the intervention was 66.07, which was much higher than the pre-intervention mean. This improvement indicates a substantial enhancement in critical thinking ability. A standard deviation of 2.24 suggests that there was overall improvement in the participants, providing further evidence of the effectiveness of the teaching technique.

Remarkably a substantial section of the group, 40 participants, which represents 88% of the participants, obtained assessments that classified their critical thinking skills as "very good." The significant majority highlights the ability of dilemma scenarios to develop critical analytical abilities. In addition, 5 participants, which accounts for 11% of the sample, were evaluated to have achieved a "good level" of competence. This demonstrates a consistent increase across different levels of beginning skill.

The comprehensive examination of results on critical thinking tests provides robust evidence supporting the implementation of dilemma scenarios in educational settings. These scenarios served an essential role in developing students' thinking skills required for academic achievement and effective problem-solving by establishing a conducive environment for critical thinking and problem-solving.

2. Summary of Correlation Between Speaking Proficiency and Critical Thinking Enhancement Through Dilemma Scenarios

The study investigates the detailed correlation between speaking and critical thinking skills, shedding light on how dilemma scenarios might enhance both domains simultaneously. The thorough study of post-test findings revealed a relatively small but statistically significant beneficial correlation ($r = 0.391$, $p < 0.002$) between the participants' more effectively speaking skills and their increased critical thinking abilities.

The critical thinking test, adapted from Panjandee (2013), provided a structured measure to assess the depth and breadth of students' critical analytical skills post-engagement with dilemma scenarios. The test outcomes revealed an overall high level of critical thinking among the students, with the majority showcasing a "very good level" of critical thinking skills. This is evidenced by the mean critical thinking score of 66.07, indicating a strong capacity for analysis, evaluation, and synthesis of information—a skill set imperative for effective communication and argumentation in both academic and real-world settings.

Through comparing the results of the speaking test, which demonstrated an average post-test score increase of 23.07 over 17.80, the correlation analysis reveals a strong correlation between the development of enhanced critical-thinking skills, which are assisted by practicing of complex and nuanced dilemma scenarios, and the ability for more effective and convincing public speaking. This statistical association highlights the importance of implementing dilemma scenarios in the classroom. These assist learners become more competent in language use by challenging them to think critically and develop their language abilities.

The research aims to improve students' speaking as well critical thinking skills at the same time, and this correlation between both contributes to this objective. It provides encouragement for the hypothesis that dilemma scenarios encourage students to think critically and express themselves by speaking, producing good atmosphere for learning where the two abilities improve simultaneously.

Finally, the entire educational significance of this instructional approach could be summed up by the correlation between speaking skills and the development of critical thinking skills through dilemma scenarios. This study exemplifies the effectiveness of utilising complicated, everyday scenarios to teach languages; it encourages an integrated approach towards learning that provides students with speaking skills and critical thinking skills required for confronting the problems of the modern world.

3. Student Perceptions on Dilemma Scenarios

An in-depth understanding of the impact of the teaching technique could be obtained through examining students' perspectives on the implementation of dilemma scenarios to enhance their critical thinking and English speaking skills. In order to gain a comprehensive understanding of students' perspectives and experiences, the researcher utilised a combination of quantitative and qualitative methodologies.

The mean score of 4.51 (standard deviation = 0.61) demonstrated a notable inclination towards useful and applicable learning experiences. The highest level of consensus was seen regarding the authenticity of dilemma scenarios and their representation of real-world situations.

Students were highly engaged, and their speaking skills were improved by the scenarios, which facilitated their acquisition of new vocabulary (mean=4.37, SD=0.60) and encouraged their learning (mean=4.37, SD=0.73). The students' average perception level of 4.23, with a standard deviation of 0.77, indicated a positive reception towards utilising dilemma scenarios as a means to teach English speaking and critical thinking.

The findings of quantitative research, which included 45 undergraduate participants, were obtained through the use of a 20-item questionnaire. The study aimed to assess the perceived value of dilemma scenarios. The questionnaire results revealed some significant positive responses to these scenarios.

Students in the Advanced, Progressing, and Foundational Engagement Groups were interviewed in-depth to provide a qualitative dimension to the study's results. Participants reported their own experiences, highlighting how dilemma scenarios impacted their learning process. The interviews revealed important details, such as:

The combination of the interactive and constantly evolving character of the dilemma scenarios, students in every group reported feeling more motivated and engaged in their English lessons. Discussions centred on scenarios that reflected students' real-life experiences or provided them challenging ethical decisions encouraged this level of engagement.

The 'Love Triangle' scenario demonstrated the effectiveness of emotionally engaging material in language acquisition, as it became a favourite among several students due to its significant psychological involvement and relatability.

Examining obtains in their capacity to examine problems from numerous perspectives and make reasonable conclusions, students also emphasised that dilemma scenarios encouraged them develop their critical thinking skills.

The beneficial effect of dilemma scenarios in language teaching is supported strongly by the combined quantitative and qualitative evidence. These scenarios provide a more engaged, motivated, and reflective learning environment due to their real-world relevance, which in effect improves language and cognitive skills. To make learning English more successful and enjoyable, this thorough examination highlights the significance of innovative teaching approaches that emotionally and cognitively engage students.

Finally, the results demonstrate that students' English speaking and critical thinking skills are improved by using dilemma scenarios in the classroom. The study provides valuable insights into students' perspectives, demonstrating the impact of these instructional tools on language learning and pointing to their potential utilisation in a wider range of courses that focus on developing critical thinking and thorough language proficiency.

Discussion of the study

1. Discussion of The Impact of Dilemma Scenarios on Speaking and Critical Thinking Skills

The implementation of dilemma scenarios in the teaching of English, as investigated in this research, closely corresponds to the Second Language Pragmatics model developed by Taguchi and Roever (2017). This theoretical framework emphasises practical ability as a crucial element of language proficiency, emphasising its importance in both speaking and critical thinking. These results highlight the usefulness of utilising dilemma scenarios to improve pragmatic skills, which supports Taguchi & Roever's claim regarding the crucial role of pragmatic knowledge in communicative competence.

According to Kuhn's (Kuhn, 2019) emphasis on the benefits of using dilemma scenarios, this study discovered a significant improvement in participants' speaking and analytical reasoning skills. These empirical findings are theoretically supported by Kuhn's study on the cognitive and communications advantages of dilemma scenarios. This further strengthens the claim that challenging, actual-life obstacles might improve cognitive development and communication skills. Furthermore, the identification of enhanced speaking and critical thinking skills following the intervention corresponds to the revised taxonomy suggested by Anderson and Krathwohl (2001), which prioritises advanced cognitive abilities such as analysis, evaluation, and creation. This study illustrates that dilemma scenarios effectively facilitate the correlation between academic learning and practical, real-world application by producing significant improvements in speaking skills and enhancements in critical thinking.

This study demonstrates that incorporating dilemma scenarios into the curriculum is a good way to teach English. They assist students develop their critical thinking skills, which are important for solving problems and making good decisions, in addition to their language proficiency. Following the recommendations of Walsh and Mann (2015) for transactional speaking, this method enables students to be ready for the unpredictability of real-life circumstances by concentrating on practicality and context-specific difficulties. Future curriculum creation and teaching approaches in EFL settings might be informed by this study's implementation strategy, which gives significant insights into successful pedagogical practices through scenario design and facilitation strategies.

The findings of this study demonstrate that the English speaking and critical thinking skills of undergraduate students might be significantly improved through the implementation of dilemma scenarios. The study offers useful insights for teachers, developers of curriculum, and policymakers seeking to cultivate complete language skills and critical thinking in English as a Foreign Language settings. It combines theoretical frameworks, real-world data, and practical applications for gaining an in-depth comprehension of the educational advantages of dilemma scenarios.

2. Discussion of Correlation Between Speaking Proficiency and Critical Thinking Enhancement

The study findings corroborate the theory that exposing students to dilemma scenarios might enhance their proficiency in speaking and critical thinking skills simultaneously. This correlation exemplifies the cognitive–linguistic interaction that occurs when the requirement to express complex concepts and perspectives in a second language promotes critical thinking. Previous research has shown that the use of language, especially in challenging communication tasks, could encourage critical thinking (Taguchi and Roever, 2017), supporting the validity of this concept.

Additionally, this study is in alignment with the framework proposed by Anderson and Krathwohl (2001). This framework emphasises that language use is a key component in developing higher–order thinking abilities, which are necessary for learning and include synthesis, evaluation, and analysis. This cognitive engagement can be seen in the actual application of dilemma scenarios, which develop an atmosphere where speaking skills and critical thinking reinforce each other. These scenarios require the navigation of complicated social and ethical concerns.

There are substantial educational implications to the demonstrated correlation among improved critical thinking and speaking skill. What this finding implies is that dilemma scenarios could serve as a powerful tool for EFL teachers looking to help their students acquire these skills. In addition to helping students become more active participants in their learning, this approach also gives them the tools they need to become successful professionals and global citizens by improving their critical thinking skills.

As stated by Kunitz et al. (2020), the utilisation of dilemma scenarios in the classroom highlights the significance of engaging in learning activities within realistic contexts. By including activities that demand active negotiation of meaning, problem–solving, and ethical reasoning, this approach attempts to address both linguistic competence and cognitive growth, challenging teachers to create a curriculum that goes beyond typical language teaching approaches.

Although this study's correlation is encouraging, it indicates that further research is needed to investigate the correlation in other educational settings and for a

longer period of time. To gain a more thorough comprehension of dilemma scenarios' effectiveness and scalability, it would be beneficial to study their impact on speaking and thinking skills over time, how well they adapt to different types of learners and classroom environments, and so on. In accordance with current developments in language instruction, the utilisation of digital tools presents an intriguing opportunity to improve the delivery and effect of dilemma scenarios.

Incorporating dilemma scenarios into EFL curriculum is highly recommended due to the positive correlation between speaking ability and critical thinking improvement demonstrated in this research. Teachers looking to help their students acquire a more well-rounded skill set might find useful information in this instructional approach, which is compatible with theories of language acquisition and cognitive development. Teachers of English as a foreign language (EFL) can significantly promote their students' development of communicative competence and critical thinking skills by presenting them with challenging tasks which assess their language and thinking skills. Maintaining up with the constantly evolving environment of English as a foreign language (EFL) education, it is essential to include creative pedagogical tools including dilemma scenarios into lessons. This could assist students navigate the particulars of cross-cultural interaction and the difficulties they might encounter in their everyday lives.

3. Discussion of Student Perceptions of Dilemma Scenarios

According to the responses to the questionnaires and the results of the qualitative interviews, it is evident that students believe that dilemma scenarios are an effective tool for improving their English speaking and critical thinking skills, as well as creating a more interactive and inspiring classroom. According to the average scores across all statements, there is a strong consensus that dilemma scenarios make learning more engaging and dynamic, which follows what investigators including Gilmore (2011) and Pinner (2019)) have found, which highlights the significance of authenticity and student engagement when it involves language learning.

Kunitz et al. (2020) claim on the significance of task-based learning in language acquisition is supported by students' agreement that dilemma scenarios have enhanced their English-speaking abilities and assisted them comprehend new vocabulary

more successfully. The realistic language learning settings proposed by VanPatten (2002), in which communication and problem-solving are essential components of effective language acquisition, are similar to dilemma scenarios in that they place language usage in complicated, real-world contexts.

González-Lloret and Ortega (2014) argue that involving learners in meaningful tasks has cognitive benefits. They also claim that using dilemma scenarios might reinforce these educational models. These scenarios facilitate the development of students' critical thinking abilities and boost their self-assurance in English speaking. The results are in alignment with Swain (2000) output theory, which suggests that learners improve their language skills when they are compelled to use language for both expressive and reflective purposes. This is evident in productive activities such as discussing and navigating dilemma scenarios.

Students' apparent preference for dilemma scenarios over traditional methods of language acquisition highlights an increasing movement towards more participatory and communicative pedagogies in English as a foreign language (EFL) classrooms. The communicative language teaching (CLT) method, which places an emphasis on real-world conversation and problem-solving rather than memorization and grammar tests, is in alignment with these modifications (Larsen-Freeman, 2018). Given positive feedback from students, researchers should look at how using dilemma scenarios affects students' speaking and critical thinking skills in the course of time in different types of classrooms. Not only could realistic, problem-based learning activities improve language abilities but they also prepare learners for real-world communication and decision-making issues. Therefore, the study's results support a pedagogical shift towards including these tasks within EFL courses.

In conclusion, a comprehensive examination of students' perspectives on the efficacy of issue scenarios has provided valuable insights into the significance of these scenarios in enhancing English-speaking and critical thinking skills. This study quantitative and qualitative results support theoretical frameworks that advocate for task-based, authentic, and communicative learning. Furthermore, the study demonstrates how dilemma scenarios might potentially enhance the education of English as a foreign

language (EFL). Dilemma scenarios are a powerful tool in language teaching that enhance the relevance, engagement, and reflection of real-world challenges. They have the potential to shape learners who are more effective and motivated, and who possess the cognitive and linguistic skills required for success in the contemporary world.

Limitations of the Study

1. This study, conducted at the University of Phayao, examines a specific group of graduate students enrolled in a particular course, thereby situating it within a unique academic and cultural context. This specificity raises questions about the generalizability of the findings. The unique pedagogical environment, student demographics, and course content at the University of Phayao could significantly influence the impact of dilemma scenarios on student learning. As such, the applicability of these results to other educational settings or different student populations remains uncertain. It is crucial, therefore, for future research to explore these pedagogical approaches in varied contexts to ascertain their broader efficacy and applicability.

2. The study's timeframe, confined to a single semester, limits the exploration of the long-term effects of employing dilemma scenarios in teaching. While immediate benefits and impacts are observed and noted, the research falls short of capturing the potential enduring influences on students' critical thinking and English speaking skills. A longitudinal approach, extending beyond a single academic term, would be necessary to fully comprehend and document the sustained effects and long-term benefits of this pedagogical method.

3. Evaluating advancements in oral communication and analytical reasoning presents a multifaceted challenge. The reliance on standardized tests for assessment, while providing quantifiable data, might not comprehensively reflect the subtleties of students' development, such as shifts in confidence, motivation, or the nuanced acquisition of language skills. These instruments, therefore, might overlook critical aspects of student growth that are less tangible but equally significant. This limitation suggests a need for more holistic and diverse assessment methods that capture a wider spectrum of student learning and development.

4. The research heavily leans on self-reported student perspectives to assess their perception of the instructional approach. Although these insights are valuable for understanding student experiences, they introduce an element of subjectivity that could potentially skew the study's outcomes. Factors such as personal biases, preconceived notions about the course or the instructor, and individual learning preferences might influence students' responses, thus affecting the accuracy and reliability of these findings. This reliance on subjective data highlights the necessity for a balanced approach that incorporates both subjective and objective measures in evaluating the effectiveness of the teaching strategies.

In acknowledging these limitations, the study emphasizes the need for a cautious interpretation of its findings. It also underscores the importance of further research, diversified in context, extended in duration, varied in assessment methodology, and balanced in data collection, to enrich the understanding of dilemma scenarios in language education. This study, therefore, serves as a foundational step, offering insights while paving the way for more comprehensive future research in this field.

Recommendations for Further Studies

As the study on the use of dilemma scenarios for enhancing critical thinking and English-speaking skills among students concludes, the significance of the findings is clear. However, these outcomes span multiple academic terms or years to capture the long-term development and evolution of students' skills. Such research would provide a comprehensive view of the continuous learning trajectories and the enduring effects of these pedagogical strategies.

1. This is crucial to employ a variety of assessment tools in future studies to capture a holistic picture of student development. Beyond standardized testing, qualitative methods like interviews, observational studies, and reflective journals can offer deeper insights into students' linguistic proficiency, critical thinking, and personal growth in response to dilemma scenarios.

2. Further research could investigate the effects of various dilemma scenarios, including those relevant to different academic disciplines or real-world issues. Studying the effectiveness of different types of dilemmas could provide valuable information on which scenarios are most impactful for achieving specific educational goals.

3. Additional studies should examine educators' experiences and challenges in implementing dilemma scenarios. Research in this area could focus on the resources, training, and support needed by teachers and their perceptions of the benefits and challenges of this approach. This perspective would contribute to a comprehensive understanding of the instructional dynamics and inform the development of effective teacher training models.

4. Future studies should also assess how dilemma scenarios influence the development of students' soft skills, such as empathy, adaptability, and interpersonal communication. This research would extend the understanding of these pedagogical approaches' influence on students' overall personal and professional development, beyond purely academic skills.



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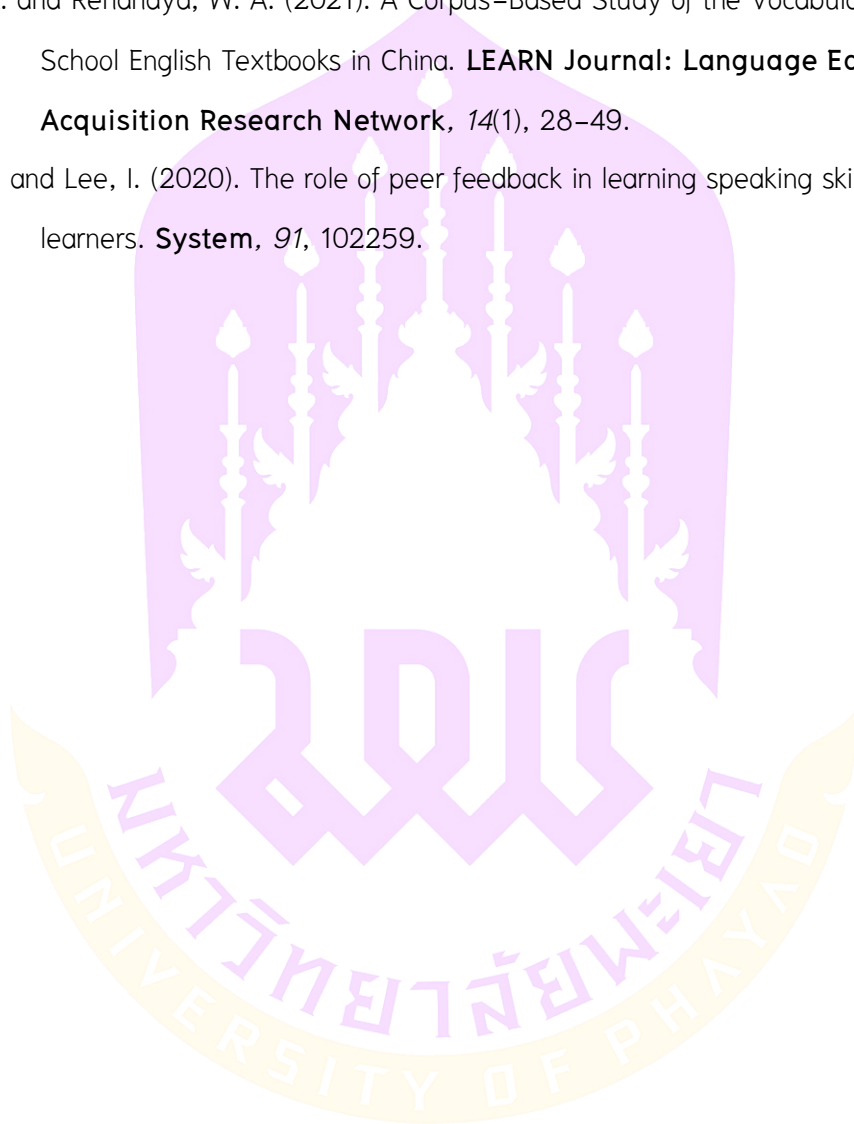
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APPENDIX

APPENDIX A Lesson Plan

Lesson Plan 1: The Love Triangle

Subject: Listening and Speaking in Daily Life 146132 1st semester, Academic year 2023

Learning Objectives:

1. Develop critical thinking skills by analyzing the ethical implications of confessing feelings in a love triangle situation.
2. Enhance English speaking skills through discussions and debates on the topic.
3. Practice giving advice and expressing opinions in English.

Terminal Objective: By the end of the lesson, students will be able to evaluate the pros and cons of confessing feelings in a love triangle and provide reasoned advice to the individuals involved.

Enable Objectives:

1. Identify the ethical dilemmas present in the love triangle scenario.
2. Analyze the potential consequences of confessing or not confessing feelings.
3. Engage in discussions and debates to explore different perspectives on the topic.
4. Develop vocabulary related to emotions, relationships, and moral decision-making.
5. Express opinions, give advice, and justify viewpoints using appropriate language structures.

Content:

1. Introduction to the love triangle dilemma scenario: Begin the lesson by introducing the love triangle dilemma scenario to the students. Provide a brief description of the situation where the student has feelings for their best friend who is in a problematic relationship with someone else. Emphasize that the best friend is unaware of the student's feelings.

2. Vocabulary development: Introduce and practice vocabulary related to emotions, relationships, and ethical decision-making. Provide examples and exercises to help students understand and use the vocabulary effectively.

3. Discussion on ethical dilemmas and consequences: Engage students in a class discussion about the ethical dilemmas presented in the love triangle scenario. Encourage them to share their thoughts and opinions on whether confessing feelings or keeping quiet is the right course of action. Facilitate a conversation about the potential consequences of each choice.

4. Group debates to analyze different perspectives: Divide the students into small groups and assign each group a specific perspective to represent in a debate. For example, one group may argue in favor of confessing feelings, while another group may argue in favor of keeping quiet. Provide guidelines and encourage students to use evidence and logical reasoning to support their arguments.

Language structures for giving advice, expressing opinions, and justifying viewpoints: Introduce language structures that will help students give advice, express opinions, and justify viewpoints effectively. Teach modal verbs for giving advice (e.g., "You should," "You ought to," "I would recommend") and conditional sentences (e.g., "If I were you, I would..."). Provide examples and practice activities to reinforce the usage of these structures.

5. Role-playing activities to practice advising and discussing the dilemma: Divide students into pairs and assign them roles to play out a scenario where they advise the individuals involved in the love triangle. Encourage students to use the language structures and vocabulary learned in the lesson. After the role-plays, facilitate a class discussion to reflect on the different advice given and the reasoning behind it.

Function:

1. Giving advice: Students will practice giving advice to the individuals involved in the love triangle scenario.

2. Expressing opinions: Students will express their opinions on whether to confess feelings or keep quiet.

3. Discussing ethical dilemmas and consequences: Students will engage in discussions to analyze the ethical dilemmas and potential consequences presented in the scenario.

4. Justifying viewpoints: Students will learn to justify their viewpoints using logical reasoning and appropriate language structures.

Grammar Structures:

1. Modal verbs for giving advice (e.g., "You should," "You ought to," "I would recommend").

2. Conditional sentences (e.g., "If I were you, I would...")

3. Expressing preferences (e.g., "I would rather," "I prefer," "I believe").

Materials:

1. Scenario handout with the Love Triangle dilemma.

2. Vocabulary list and exercises.

3. Discussion questions and debate prompts.

4. Role-play cards for advising and discussing the dilemma.

Steps of Teaching and Learning

1. Warm-up activity (30 minutes)

1.1 Begin the lesson by engaging students in a discussion about ethical dilemmas they have encountered in their lives. Encourage them to share their experiences and reflect on the decision-making process.

2. Facilitate a class discussion where students can discuss the challenges they faced and the factors they considered when making ethical decisions.

2. Introduction to the Love Triangle dilemma (30 minutes)

2.1 Introduce the Love Triangle dilemma scenario by distributing the handout to students. Read the scenario aloud and ensure students understand the context and the characters involved.

2.2 Encourage students to identify the ethical dilemmas presented in the scenario and discuss the potential consequences of different choices.

3. Vocabulary development (45 minutes)

3.1 Introduce and practice vocabulary related to emotions, relationships, and ethical decision-making. Provide definitions, example sentences, and context-based exercises to help students grasp the meanings of the words and apply them appropriately.

3.2 Engage students in vocabulary activities such as matching exercises, fill-in-the-blanks, or role-playing scenarios using the newly introduced vocabulary.

4. Discussion on ethical dilemmas and consequences (60 minutes)

4.1 Divide the class into small groups and assign each group a specific perspective on the Love Triangle dilemma (e.g., one group argues in favor of confessing feelings, another group argues in favor of keeping quiet).

4.2 Provide discussion questions and debate prompts to guide the groups in analyzing different perspectives, ethical dilemmas, and potential consequences.

4.3 Monitor the discussions and provide guidance as needed, encouraging students to use appropriate language structures and logical reasoning to support their arguments.

5. Group debates (60 minutes)

5.1 Instruct each group to present their arguments and counterarguments in a debate format. Encourage active participation and respectful exchanges among group members.

5.2 Provide feedback and guidance during the debates, focusing on language usage, critical thinking skills, and the ability to justify viewpoints.

5.3 Facilitate a class discussion after the debates to summarize the main arguments from each perspective and encourage reflection on the moral and ethical dimensions of the love triangle dilemma.

6. Role-playing activities (60 minutes)

6.1 Assign pairs of students specific roles to play out a scenario where they advise the individuals involved in the love triangle. Provide role-play cards with specific situations and characters.

6.2 Students should use the provided language structures and vocabulary to give advice, express opinions, and justify their viewpoints.

6.3 Monitor the role-plays and provide feedback on language usage, critical thinking skills, and the effectiveness of their advice.

7. Consolidation and reflection (15 minutes)

7.1 Lead a class discussion to consolidate the key concepts and insights gained from the activities.

7.2 Encourage students to reflect on their decision-making process, the ethical considerations involved, and the importance of considering different perspectives.

7.3 Provide an opportunity for students to ask questions and seek clarification on any aspects of the lesson.

8. Wrap-up and homework assignment (15 minutes)

8.1 Summarize the lesson and reinforce the main takeaways.

8.2 Assign a homework task related to the Love Triangle dilemma, such as writing an essay expressing their personal viewpoint on the situation or creating a dialogue between the characters in the scenario.

8.3 Provide clear instructions and guidelines for the homework assignment, including the language structures and vocabulary to be used.

Production: In the final stage of the lesson, students will apply their knowledge and skills by engaging in role-play activities and providing advice based on the Love Triangle dilemma scenario. This will allow them to demonstrate their ability to analyze ethical dilemmas, express opinions, give advice, and justify viewpoints.

Evaluation: Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, their ability to give advice and express opinions using appropriate language structures, and their use of vocabulary related to emotions, relationships, and ethical decision-making. Evaluate their critical thinking skills in analyzing the dilemma and considering different perspectives.

Resources:

1. Handouts with the Love Triangle dilemma scenario and vocabulary exercises.
2. Discussion and debate prompts.
3. Role-play cards.

4. Whiteboard or flipchart for brainstorming and note-taking.
5. Audiovisual materials (optional) for additional listening or speaking practice related to the topic.

Time	Activity	Content	Material/Resources
30 mins	Warm-up Activity	Discuss ethical dilemmas encountered in personal life	Whiteboard/flipchart for brainstorming
30 mins	Introduction to the Love Triangle Dilemma	Introduce the Love Triangle scenario, discuss ethical dilemmas and potential consequences	Scenario handout with the Love Triangle dilemma
45 mins	Vocabulary Development	Introduce and practice vocabulary related to emotions, relationships, and ethical decision-making	Vocabulary list and exercises
60 mins	Discussion on Ethical Dilemmas and Consequences	Group discussion on the Love Triangle dilemma from different perspectives	Discussion questions and debate prompts
60 mins	Group Debates	Group debates presenting arguments and counterarguments on the Love Triangle dilemma	Discussion questions and debate prompts
60 mins	Role-playing Activities	Role-play scenarios where students advise the individuals involved in the love triangle	Role-play cards for advising and discussing the dilemma
15 mins	Consolidation and Reflection	Class discussion to consolidate key concepts, reflections on decision-making process and ethical	Whiteboard/flipchart for note-taking

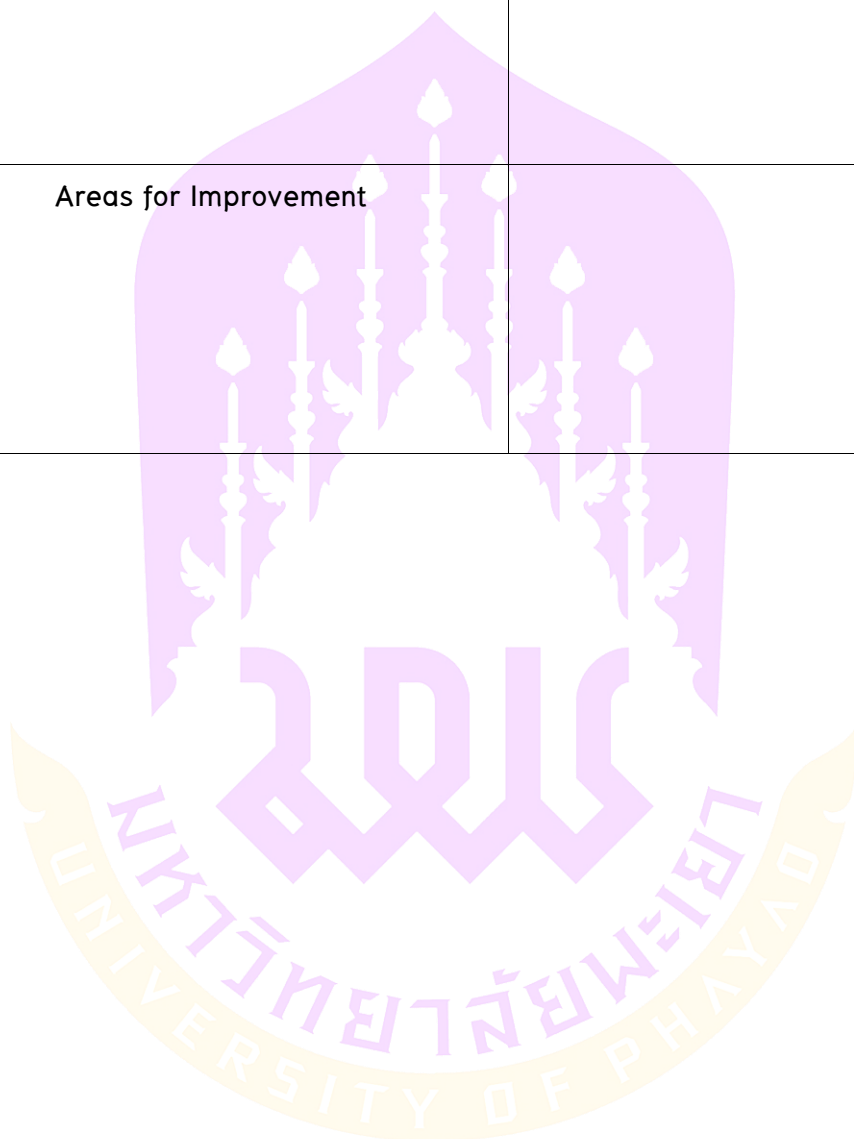
Time	Activity	Content	Material/Resources
		considerations	
15 mins	Wrap-up and Homework Assignment	Summarize lesson, assign homework task related to the Love Triangle dilemma	Homework guidelines, handouts if necessary

Lesson Plan Evaluation Form

EVALUATION CRITERIA	YES/NO	COMMENTS
1. Were the objectives of the lesson clear and attainable?		
2. Was the content appropriate for the lesson's objectives and the students' level?		
3. Were the teaching methodologies effective in delivering the lesson content?		
4. Were the students actively engaged during the lesson?		
5. Were the materials and resources used effectively?		
6. Was the classroom effectively managed?		
7. Do you believe the students achieved the learning objectives?		

Strengths and Areas for Improvement:

EVALUATION CRITERIA	DESCRIPTION
Strengths of the Lesson	
Areas for Improvement	



Lesson Plan 2: A Language Teaching Job

Subject: Listening and Speaking in Daily Life 146132 1st semester, Academic year 2023

Learning Objectives:

1. Develop critical thinking skills by evaluating the pros and cons of different job options.
2. Enhance English speaking skills through discussions and debates on career choices.
3. Practice expressing preferences, giving reasons, and negotiating in English.

Terminal Objective: By the end of the lesson, students will be able to make informed decisions by evaluating the advantages and disadvantages of different job options and effectively express their preferences, give reasons, and negotiate in English.

Enable Objectives:

1. Analyze and compare the advantages and disadvantages of different job options.
2. Engage in discussions and debates to express personal preferences, provide reasons, and support arguments.
3. Develop vocabulary related to careers, job attributes, and negotiation.
4. Use appropriate language structures to express preferences, give reasons, and negotiate effectively.
5. Apply critical thinking skills to evaluate and justify viewpoints in the context of career choices.

Teaching and Learning Steps:

1. Warm-up activity (30 minutes)

1.1 Begin the lesson by engaging students in a discussion about their career aspirations and job preferences. Encourage them to share their reasons for choosing their desired careers.

1.2 Facilitate a class discussion where students can discuss the factors they consider when making career choices and the trade-offs involved. Encourage them to

reflect on the importance of job satisfaction, salary, work–life balance, and personal fulfillment.

2. Introduction to the Dilemma for a Language Teaching Job (30 minutes)

2.1 Introduce the Dilemma for a Language Teaching Job scenario by distributing the handout to students. Read the scenario aloud and ensure students understand the context and the choices involved.

2.2 Encourage students to identify the main dilemmas presented in the scenario and discuss the potential advantages and disadvantages of each job option. Facilitate a class discussion to explore the factors that may influence career decisions, such as job security, benefits, salary, work environment, and personal growth opportunities.

3. Vocabulary development (45 minutes)

3.1 Introduce and practice vocabulary related to careers, job attributes, and negotiation. Provide definitions, example sentences, and context–based exercises to help students grasp the meanings of the words and apply them appropriately.

3.2 Engage students in vocabulary activities such as categorization exercises, role–playing scenarios, or creating sentences using the newly introduced vocabulary. Encourage them to use the vocabulary in discussions and debates.

4. Discussion on job options and considerations (60 minutes)

4.1 Divide the class into small groups and assign each group a specific job option from the scenario (e.g., staying in the current high school teaching job or taking the job at the language institute).

4.2 Provide discussion questions and debate prompts to guide the groups in analyzing the advantages and disadvantages of each option. Encourage students to express their preferences and consider the potential consequences of their choices.

4.3 Monitor the discussions and provide guidance as needed, encouraging students to express their opinions, give reasons, and consider multiple perspectives. Encourage respectful and active participation among group members.

5. Group debates on job options (60 minutes)

5.1 Instruct each group to present their arguments and counterarguments in a debate format. Encourage active participation and respectful exchanges among group members.

5.2 Provide feedback and guidance during the debates, focusing on language usage, critical thinking skills, and the ability to negotiate and justify viewpoints. Emphasize the importance of supporting arguments with evidence and logical reasoning.

5.3 Facilitate a class discussion after the debates to summarize the main arguments from each perspective and encourage reflection on the factors influencing career choices. Encourage students to consider the impact of personal values, long-term goals, and individual strengths and weaknesses.

6. Role-playing activities: Negotiating job options (60 minutes)

6.1 Assign pairs of students the roles of a language teacher and a representative from the high school or language institute. Provide role-play cards with specific negotiation scenarios, such as discussing salary, benefits, or work hours.

6.2 Students should use the provided language structures, vocabulary, and negotiation skills to engage in a dialogue and negotiate job options. Encourage them to express their preferences, provide reasons, and find common ground in their negotiation.

6.3 Monitor the role-plays and provide feedback on language usage, critical thinking skills, and the effectiveness of their negotiation strategies. Encourage students to actively listen to their partner's arguments and respond appropriately.

7. Consolidation and reflection (15 minutes)

7.1 Lead a class discussion to consolidate the key concepts and insights gained from the activities. Summarize the main points discussed during the debates and role-plays.

7.2 Encourage students to reflect on the job options presented in the scenario, the factors influencing their choices, and the importance of considering personal preferences, career goals, and long-term aspirations.

7.3 Provide an opportunity for students to ask questions and seek clarification on any aspects of the lesson. Encourage them to share their own experiences and insights related to career decision-making.

8. Wrap-up and homework assignment (15 minutes)

8.1 Summarize the lesson and reinforce the main takeaways. Highlight the importance of thoughtful consideration and decision-making when it comes to career choices.

8.2 Assign a homework task related to career choices, such as writing a reflection on the students' own career aspirations and the factors influencing their decisions. Encourage them to use the vocabulary, language structures, and critical thinking skills practiced in class.

8.3 Provide clear instructions and guidelines for the homework assignment, including the language structures and vocabulary to be used. Specify the length and format of the reflection, as well as the deadline for submission.

Evaluation

1. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, their ability to express preferences and negotiate effectively, and their use of vocabulary related to careers and job attributes.
2. Evaluate their critical thinking skills in evaluating job options and considering the trade-offs involved. Consider their ability to justify their viewpoints, support their arguments with evidence, and engage in respectful and constructive dialogue with peers.

Resources:

1. Handouts with the Dilemma for a Language Teaching Job scenario
2. Vocabulary list related to careers and job attributes
3. Discussion questions and debate prompts
4. Role-play cards for negotiating job options
5. Whiteboard or flipchart for brainstorming and note-taking
6. Audiovisual materials (optional) for additional listening or speaking practice related to career choices

Stage	Duration	Activities	Objectives
Warm-up activity	30 min	Begin the lesson by engaging students in a discussion about their career aspirations and job preferences. Discuss the factors they consider when making career choices and the trade-offs involved.	Engage students in discussion, introduce the topic of career choices, gauge prior knowledge and understanding.
Introduction to the Dilemma for a Language Teaching Job	30 min	Introduce the Dilemma for a Language Teaching Job scenario. Discuss the potential advantages and disadvantages of each job option.	Develop understanding of the main dilemmas, stimulate critical thinking, guide students to analyze and compare different job options.
Vocabulary development	45 min	Introduce and practice vocabulary related to careers, job attributes, and negotiation. Engage students in vocabulary activities such as categorization exercises, role-playing scenarios.	Enhance vocabulary related to careers, job attributes, and negotiation. Practice usage of new vocabulary in discussions and debates.
Discussion on job options and considerations	60 min	Divide the class into small groups. Assign each group a specific job option. Provide discussion questions and debate prompts.	Develop skills to analyze job options, express preferences, and consider potential consequences. Improve ability to discuss and debate effectively.

Stage	Duration	Activities	Objectives
Group debates on job options	60 min	Instruct each group to present their arguments and counterarguments in a debate format. Facilitate a class discussion after the debates.	Develop debating skills, ability to justify viewpoints, and negotiate effectively. Improve active listening and respectful dialogue.
Role-playing activities: Negotiating job options	60 min	Assign roles of a language teacher and a representative. Provide role-play cards with specific negotiation scenarios.	Develop negotiation skills, improve language usage and critical thinking, enhance ability to respond appropriately in a dialogue.
Consolidation and reflection	15 min	Lead a class discussion to consolidate the key concepts. Encourage students to reflect on the job options, factors influencing their choices.	Reinforce key concepts and insights, promote reflective thinking, provide an opportunity for questions and clarifications.
Wrap-up and homework assignment	15 min	Summarize the lesson, assign a homework task related to career choices.	Summarize the lesson's main takeaways, provide instructions for the homework assignment.

Lesson Plan Evaluation Form

EVALUATION CRITERIA	YES/NO	COMMENTS
1. Were the objectives of the lesson clear and attainable?		
2. Was the content appropriate for the lesson's objectives and the students' level?		
3. Were the teaching methodologies effective in delivering the lesson content?		
4. Were the students actively engaged during the lesson?		
5. Were the materials and resources used effectively?		
6. Was the classroom effectively managed?		
7. Do you believe the students achieved the learning objectives?		

Strengths and Areas for Improvement:

EVALUATION CRITERIA	DESCRIPTION
Strengths of the Lesson	
Areas for Improvement	

Lesson Plan 3: The Damaged Car

Subject: Listening and Speaking in Daily Life 146132 1st semester, Academic year 2023

Learning Objectives:

1. Develop critical thinking skills by evaluating ethical choices in a dilemma involving damaging a parked car.
2. Enhance English speaking skills through discussions and debates on moral decision-making.
3. Practice expressing responsibility, honesty, and ethical considerations in English.

Terminal Objective: By the end of the lesson, students will be able to analyze the ethical dilemma of damaging a parked car and make informed decisions about taking responsibility and demonstrating honesty in such situations.

Enable Objectives:

1. Identify the ethical dilemmas presented in the Damaged Car scenario.
2. Analyze the potential consequences of leaving a note or driving away after damaging a car.
3. Engage in discussions and debates to explore different perspectives on the topic.
4. Develop vocabulary related to ethical decision-making, responsibility, and honesty.
5. Express opinions, give advice, and justify viewpoints using appropriate language structures.

Function:

1. Expressing responsibility
2. Discussing ethical dilemmas and consequences
3. Giving advice
4. Justifying viewpoints

Grammar Structures:

1. Modal verbs for expressing responsibility (e.g., "I should," "I ought to," "It is important to").
2. Expressing opinions (e.g., "I believe," "In my opinion").
3. Conditional sentences (e.g., "If I were in that situation, I would...").

Materials:

1. Scenario handout with the Damaged Car dilemma.
2. Vocabulary list and exercises.
3. Discussion questions and debate prompts.
4. Role-play cards for responsible decision-making.

Teaching and Learning Steps:

1. Introduction to the Damaged Car scenario (30 minutes): a. Begin the lesson by introducing the Damaged Car scenario to the students. Provide a description of the situation where the student accidentally scrapes a parked car in an empty parking lot, with no witnesses or cameras. Emphasize the ethical dilemmas involved and the importance of responsible and honest actions. b. Distribute handouts containing the Damaged Car scenario to students. Read the scenario aloud, ensuring students comprehend the context and the choices involved. Encourage active listening and reflection on the dilemmas and potential outcomes.

2. Vocabulary development (45 minutes): a. Introduce and practice vocabulary related to ethical decision-making, responsibility, and honesty. Provide clear definitions, example sentences, and context-based exercises to help students understand and use the vocabulary effectively. b. Engage students in vocabulary activities such as categorization exercises, fill-in-the-blanks, or role-playing scenarios to reinforce the meanings and usage of the vocabulary.

3. Discussion on ethical dilemmas and consequences (60 minutes): a. Facilitate a class discussion about the ethical dilemmas presented in the Damaged Car scenario. Encourage students to express their opinions and consider the potential consequences of leaving a note or driving away, both for themselves and the car owner. b. Provide discussion questions to guide the conversation. Encourage students to think critically,

consider different perspectives, and reflect on the ethical considerations involved. c. Foster a respectful and inclusive discussion where students can share their thoughts and perspectives. Encourage active participation and promote the exchange of ideas.

4. Group debates to analyze different perspectives (60 minutes): a. Divide students into small groups and assign each group a specific perspective to represent in a debate. For example, one group may argue in favor of leaving a note, while another group may argue in favor of driving away. b. Provide guidelines for the debate, including the need for evidence and logical reasoning to support arguments. Emphasize the importance of considering the consequences and ethical implications of each choice. c. Monitor the debates, provide feedback, and promote constructive discussion among the groups. Encourage students to use appropriate language structures and justify their viewpoints with supporting evidence.

5. Language structures for expressing responsibility, honesty, and advice (45 minutes): a. Introduce language structures that will help students express responsibility, honesty, and give advice effectively. Teach phrases such as "I should take responsibility for my actions," "It is important to be honest and admit mistakes," and "I would recommend leaving a note." b. Provide examples and practice activities to reinforce the usage of these structures. Engage students in role-playing scenarios where they practice using the language structures to express responsibility, honesty, and ethical considerations.

6. Role-playing activities to practice responsible decision-making (60 minutes): a. Divide students into pairs and assign them roles to play out a scenario where they decide whether to leave a note or drive away after damaging a car. Provide role-play cards with specific situations and characters. b. Encourage students to use the language structures and vocabulary learned to express responsibility, honesty, and ethical considerations. Monitor the role-plays, providing feedback on language usage, critical thinking skills, and the effectiveness of their decision-making process. c. After the role-plays, facilitate a class discussion to reflect on the different choices made and the reasoning behind them. Encourage students to evaluate the moral and ethical dimensions of the Damaged Car dilemma and share their insights and perspectives.

7. Consolidation and reflection (30 minutes): a. Summarize the key concepts and insights gained from the activities. Highlight the importance of responsible behavior, honesty, and ethical considerations in everyday life. b. Lead a class discussion to consolidate the students' understanding of the ethical dilemmas and the consequences of their choices in the Damaged Car scenario. Encourage students to reflect on their own decision-making process and the factors influencing their choices. c. Provide an opportunity for students to ask questions and seek clarification on any aspects of the lesson. Encourage them to share their own experiences and insights related to ethical decision-making.

8. Wrap-up and homework assignment (15 minutes): a. Summarize the lesson and reinforce the main takeaways. Emphasize the importance of responsible decision-making and ethical considerations in various aspects of life. b. Assign a homework task related to ethical decision-making. For example, students may be asked to write a reflective essay discussing a personal experience where they had to make an ethical decision and the impact of their choice. c. Provide clear instructions and guidelines for the homework assignment, including the language structures and vocabulary to be used. Specify the length and format of the reflection, as well as the deadline for submission.

Evaluation: a. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, their ability to express responsibility, honesty, and ethical considerations using appropriate language structures. b. Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints. c. Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.

Resources:

1. Handouts with the Damaged Car scenario
2. Vocabulary list and exercises related to ethical decision-making, responsibility, and honesty
3. Discussion questions and debate prompts
4. Role-play cards for responsible decision-making
5. Whiteboard or flipchart for brainstorming and note-taking

Stage	Duration	Activities	Objectives
Introduction to the Damaged Car scenario	30 min	Introduce the Damaged Car scenario. Emphasize ethical dilemmas, the importance of responsible and honest actions. Distribute scenario handouts, encourage active listening and reflection.	Introduce the ethical dilemma, stimulate reflection on potential outcomes.
Vocabulary development	45 min	Introduce and practice vocabulary related to ethical decision-making, responsibility, and honesty. Engage students in vocabulary activities.	Enhance vocabulary related to ethical decision-making, responsibility, honesty. Reinforce meanings and usage of vocabulary.
Discussion on ethical dilemmas and consequences	60 min	Facilitate a class discussion about the ethical dilemmas in the scenario. Provide discussion questions, encourage critical thinking, and foster a respectful and inclusive discussion.	Encourage expression of opinions, promote critical thinking, and active participation.
Group debates to analyze different perspectives	60 min	Divide students into small groups for debates. Provide guidelines for debate, monitor and provide feedback.	Enhance debating skills, foster understanding of consequences and ethical implications of each choice.
Language structures for expressing responsibility,	45 min	Introduce language structures for expressing responsibility, honesty, and	Teach students how to use language structures to express

Stage	Duration	Activities	Objectives
honesty, and advice		giving advice. Engage students in practice activities and role-playing scenarios.	responsibility, honesty, and ethical considerations.
Role-playing activities to practice responsible decision-making	60 min	Divide students into pairs for role-playing scenarios. Monitor role-plays, provide feedback. Facilitate a class discussion to reflect on choices made and reasoning behind them.	Enhance role-play skills, provide practice for responsible decision-making, encourage reflection on moral and ethical dimensions of the scenario.
Consolidation and reflection	30 min	Summarize key concepts and insights. Lead a class discussion to consolidate understanding, encourage reflection on decision-making process. Provide an opportunity for questions.	Reinforce key concepts, promote reflective thinking, provide an opportunity for questions and clarifications.
Wrap-up and homework assignment	15 min	Summarize the lesson, assign a homework task related to ethical decision-making. Provide instructions for the homework assignment.	Summarize the lesson's main takeaways, provide instructions for the homework assignment.

Lesson Plan Evaluation Form

EVALUATION CRITERIA	YES/NO	COMMENTS
1. Were the objectives of the lesson clear and attainable?		
2. Was the content appropriate for the lesson's objectives and the students' level?		
3. Were the teaching methodologies effective in delivering the lesson content?		
4. Were the students actively engaged during the lesson?		
5. Were the materials and resources used effectively?		
6. Was the classroom effectively managed?		
7. Do you believe the students achieved the learning objectives?		

Strengths and Areas for Improvement:

EVALUATION CRITERIA	DESCRIPTION
Strengths of the Lesson	
Areas for Improvement	

Lesson Plan 4: The Lost Necklace

Subject: Listening and Speaking in Daily Life 146132 1st semester, Academic year 2023

Learning Objectives:

1. Develop critical thinking skills by analyzing ethical choices in a dilemma involving a lost necklace.
2. Enhance English speaking skills through discussions and debates on moral decision-making.
3. Practice expressing empathy, honesty, and ethical considerations in English.

Terminal Objective: By the end of the lesson, students will be able to analyze the ethical dilemma of finding a lost necklace and make informed decisions about honesty, empathy, and ethical behavior in such situations.

Enable Objectives:

1. Identify the ethical dilemmas presented in The Lost Necklace scenario.
2. Analyze the potential consequences of keeping the necklace or returning it to its owner.
3. Engage in discussions and debates to explore different perspectives on the topic.
4. Develop vocabulary related to ethical decision-making, honesty, and empathy.
5. Express opinions, provide advice and justify viewpoints using appropriate language structures.

Function:

1. Introduce the scenario of The Lost Necklace and engage students in critical thinking about ethical dilemmas and personal gain.
2. Enhance students' understanding and usage of vocabulary related to responsibility, honesty, and ethical behavior.
3. Apply language structures and critical thinking skills to make ethical decisions in role-play scenarios.

Grammar Structure:

1. Use present simple and past simple tenses to describe the scenario.
2. Expressing opinions, giving reasons, and expressing agreement or disagreement.
3. Presenting arguments, expressing agreement or disagreement, and using conditional sentences.

Materials:

1. Handouts with The Lost Necklace scenario.
2. Language structure examples and practice activities.
3. Group activity prompts and guidelines.

Dilemma Situation:

While at a crowded beach, you find a valuable necklace that appears to belong to someone else. Selling it could cover a month's rent, but returning it would be the honest thing to do.

Teaching and Learning Steps:

1. Introduction to The Lost Necklace scenario (30 minutes): a. Begin the lesson by introducing The Lost Necklace scenario to the students. Describe the situation at a crowded beach where the student finds a valuable necklace half-buried in the sand and notices a woman frantically searching for it. b. Distribute handouts containing The Lost Necklace scenario. Read the scenario aloud, ensuring students comprehend the context and the choices involved. Encourage active listening and reflection on the ethical dilemmas and potential outcomes.
2. Vocabulary development (45 minutes): a. Introduce and practice vocabulary related to ethical decision-making, honesty, and empathy. Provide clear definitions, example sentences, and context-based exercises to help students understand and use the vocabulary effectively. b. Engage students in vocabulary activities such as word association, role-playing scenarios, or sentence creation to reinforce the meanings and usage of the vocabulary.
3. Discussion on ethical dilemmas and consequences (60 minutes): a. Facilitate a class discussion about the ethical dilemmas presented in The Lost Necklace scenario.

Encourage students to express their opinions and consider the potential consequences of keeping the necklace or returning it to its owner. b. Provide discussion questions to guide the conversation. Encourage students to think critically, consider different perspectives, and reflect on the ethical considerations involved. c. Foster a respectful and inclusive discussion where students can share their thoughts and perspectives. Encourage active participation and promote the exchange of ideas.

4. Group debates to analyze different perspectives (60 minutes): a. Divide students into small groups and assign each group a specific perspective to represent in a debate. For example, one group may argue in favor of keeping the necklace, while another group may argue in favor of returning it. b. Provide guidelines for the debate, including the need for evidence and logical reasoning to support arguments. Emphasize the importance of considering the consequences and ethical implications of each choice. c. Monitor the debates, provide feedback, and promote constructive discussion among the groups. Encourage students to use appropriate language structures and justify their viewpoints with supporting evidence.

5. Language structures for expressing empathy, honesty, and advice (45 minutes): a. Introduce language structures that will help students express empathy, honesty, and provide advice effectively. Teach phrases such as "I can imagine how the woman would feel," "It is important to be honest and return what doesn't belong to you," and "I would recommend returning the necklace." b. Provide examples and practice activities to reinforce the usage of these structures. Engage students in role-playing scenarios where they practice using the language structures to express empathy, honesty, and ethical considerations.

6. Role-playing activities to practice ethical decision-making (60 minutes): a. Divide students into pairs and assign them roles to play out a scenario where they decide whether to keep the necklace or return it. Provide role-play cards with specific situations and characters. b. Encourage students to use the language structures and vocabulary learned to express empathy, honesty, and ethical considerations. Monitor the role-plays, providing feedback on language usage, critical thinking skills, and the effectiveness of their decision-making process. c. After the role-plays, facilitate a class discussion to reflect on

the different choices made and the reasoning behind them. Encourage students to evaluate the moral and ethical dimensions of The Lost Necklace scenario and share their insights and perspectives.

7. Consolidation and reflection (30 minutes): a. Summarize the key concepts and insights gained from the activities. Highlight the importance of honesty, empathy, and ethical considerations in everyday life. b. Lead a class discussion to consolidate the students' understanding of the ethical dilemmas and the consequences of their choices in The Lost Necklace scenario. Encourage students to reflect on their own decision-making process and the factors influencing their choices. c. Provide an opportunity for students to ask questions and seek clarification on any aspects of the lesson. Encourage them to share their own experiences and insights related to ethical decision-making.

8. Wrap-up and homework assignment (15 minutes): a. Summarize the lesson and reinforce the main takeaways. Emphasize the importance of honesty, empathy, and ethical behavior in various aspects of life. b. Assign a homework task related to ethical decision-making. For example, students may be asked to write a reflection on a personal experience where they faced an ethical dilemma and how they navigated it. They should discuss the ethical considerations, their decision-making process, and the outcomes. c. Provide clear instructions and guidelines for the homework assignment, including the language structures and vocabulary to be used. Specify the length and format of the reflection, as well as the deadline for submission.

Evaluation: a. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, their ability to express empathy, honesty, and ethical considerations using appropriate language structures. b. Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints. c. Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.

Resources:

1. Handouts with The Lost Necklace scenario, Vocabulary list and exercises related to ethical decision-making, honesty, and empathy, Discussion questions and debate prompts

2. Role–play cards for ethical decision–making, Whiteboard or flipchart for brainstorming and note–taking

Lesson Plan 4	
Title	The Lost Necklace
Subject	Listening and Speaking in Daily Life 146132 – 1st semester, Academic year 2023
Learning Objectives	1. Develop critical thinking skills by analyzing ethical choices in a dilemma involving a lost necklace. 2. Enhance English speaking skills through discussions and debates on moral decision–making. 3. Practice expressing empathy, honesty, and ethical considerations in English.
Terminal Objective	By the end of the lesson, students will be able to analyze the ethical dilemma of finding a lost necklace and make informed decisions about honesty, empathy, and ethical behavior in such situations.
Grammar Structures	– Use present simple and past simple tenses to describe the scenario. – Expressing opinions, giving reasons, and expressing agreement or disagreement. – Presenting arguments, expressing agreement or disagreement, and using conditional sentences.
Materials	– Handouts with The Lost Necklace scenario. – Language structure examples and practice activities. – Group activity prompts and guidelines.
Activities	1. Introduction to The Lost Necklace scenario. 2. Vocabulary development. 3. Discussion on ethical dilemmas and consequences. 4. Group debates to analyze different perspectives. 5. Language structures for expressing empathy, honesty, and advice. 6. Role–playing activities to practice ethical decision–making. 7. Consolidation and reflection. 8. Wrap–up and homework assignment.
Evaluation	a. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, their ability to express empathy, honesty, and ethical considerations using appropriate language structures. b. Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints. c. Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.

Lesson Plan 4	
Resources	<ul style="list-style-type: none"> • Handouts with The Lost Necklace scenario • Vocabulary list and exercises related to ethical decision-making, honesty, and empathy • Discussion questions and debate prompts • Role-play cards for ethical decision-making • Whiteboard or flipchart for brainstorming and note-taking

Lesson Plan Evaluation Form

EVALUATION CRITERIA	YES/NO	COMMENTS
1. Were the objectives of the lesson clear and attainable?		
2. Was the content appropriate for the lesson's objectives and the students' level?		
3. Were the teaching methodologies effective in delivering the lesson content?		
4. Were the students actively engaged during the lesson?		
5. Were the materials and resources used effectively?		
6. Was the classroom effectively managed?		
7. Do you believe the students achieved the learning objectives?		

Strengths and Areas for Improvement:

EVALUATION CRITERIA	DESCRIPTION
Strengths of the Lesson	
Areas for Improvement	

Lesson Plan 5: The Last Seat

Subject: Listening and Speaking in Daily Life 146132 1st semester, Academic year 2023

Learning Objectives:

1. Develop critical thinking skills by analyzing ethical choices in a dilemma involving a limited seat on a bus.
2. Enhance English speaking skills through discussions and debates on moral decision-making.
3. Practice expressing empathy, consideration, and ethical considerations in English.

Terminal Objective: By the end of the lesson, students will be able to analyze the ethical dilemma of deciding who should take the last seat on a bus and make informed decisions about empathy, consideration, and ethical behavior in such situations.

Enable Objectives:

1. Identify the ethical dilemmas presented in The Last Seat scenario.
2. Analyze the potential consequences of taking the seat or giving it to an elderly person.
3. Engage in discussions and debates to explore different perspectives on the topic.
4. Develop vocabulary related to ethical decision-making, empathy, and consideration.
5. Express opinions, provide advice, and justify viewpoints using appropriate language structures.

Function:

1. Introduce the scenario and engage students in critical thinking about the ethical dilemma.
2. Enhance students' understanding and usage of vocabulary related to fairness, empathy, and politeness.
3. Enhance students' ability to use polite expressions, make requests, and show empathy in the context of the last seat dilemma.

Grammar Structure:

1. Use present simple and present continuous tenses to describe the scenario.
2. Nouns, adjectives, and verbs related to expressing needs, making requests, and showing empathy.
3. Expressing opinions, giving reasons, and expressing agreement or disagreement.
4. Presenting arguments, expressing agreement or disagreement, and using conditional sentences.

Materials:

1. Handouts with the Dilemma 5 scenario.
2. Language structure examples and practice activities.

Dilemma Situation:**Teaching and Learning Steps:****1. Introduction (30 minutes)**

- 1.1 Introduce the scenario of The Last Seat to the students, explaining the situation of a crowded bus and the dilemma of deciding who should take the last seat.
- 1.2 Distribute handouts containing The Last Seat scenario.
- 1.3 Read the scenario aloud, ensuring students comprehend the context and the choices involved.
- 1.4 Encourage active listening and reflection on the ethical dilemmas and potential outcomes.

2. Vocabulary Development (45 minutes)

- 2.1 Introduce and discuss vocabulary related to ethical decision-making, empathy, and consideration.
- 2.2 Provide clear definitions, example sentences, and context-based exercises to help students understand and use the vocabulary effectively.
- 2.3 Engage students in vocabulary activities such as word association, role-playing scenarios, or sentence creation to reinforce the meanings and usage of the vocabulary.

3. Discussion on Ethical Dilemmas and Consequences (60 minutes)

3.1 Facilitate a class discussion about the ethical dilemmas presented in The Last Seat scenario.

3.2 Encourage students to express their opinions and consider the potential consequences of taking the seat or giving it to the elderly person.

3.3 Provide discussion questions to guide the conversation and promote critical thinking.

3.4 Foster a respectful and inclusive discussion where students can share their thoughts and perspectives.

3.5 Encourage active participation and promote the exchange of ideas.

4. Group Debates to Analyze Different Perspectives (60 minutes)

4.1 Divide students into small groups and assign each group a specific perspective to represent in a debate.

4.2 For example, one group may argue in favor of taking the seat, while another group may argue in favor of giving it to the elderly person.

4.3 Provide guidelines for the debate, including the need for evidence and logical reasoning to support arguments.

4.4 Emphasize the importance of considering the consequences and ethical implications of each choice.

4.5 Monitor the debates, provide feedback, and promote constructive discussion among the groups.

5. Language Structures for Expressing Empathy, Consideration, and Advice (45 minutes)

5.1 Introduce language structures that help students express empathy, consideration, and provide advice effectively.

5.2 Teach phrases such as "I can understand the elderly person's needs," "It is important to consider the well-being of others," and "I would recommend giving the seat to the elderly person because..."

5.3 Provide examples and practice activities to reinforce the usage of these structures.

5.4 Engage students in role–playing scenarios where they practice using the language structures to express empathy, consideration, and ethical considerations.

6. Role–Playing Activities to Practice Ethical Decision–Making (60 minutes)

6.1 Divide students into pairs and assign them roles to play out a scenario where they decide who should take the last seat on a bus.

6.2 Provide role–play cards with specific situations and characters.

6.3 Encourage students to use the language structures and vocabulary learned to express empathy, consideration, and ethical considerations.

6.4 Monitor the role–plays, providing feedback on language usage, critical thinking skills, and the effectiveness of their decision–making process.

6.5 Evaluate their ability to express empathy and make ethically responsible decisions.

7. Consolidation and Reflection (30 minutes)

7.1 Summarize the key concepts and insights gained from the activities.

7.2 Highlight the importance of empathy, consideration, and ethical behavior in everyday life.

Lead a class discussion to consolidate the students' understanding of the ethical dilemmas and the consequences of their choices in The Last Seat scenario.

Encourage students to consider the impact of their actions on others and the importance of acting ethically.

Provide an opportunity for students to ask questions and seek clarification on any aspects of the lesson.

8. Wrap–up and Homework Assignment (15 minutes)

8.1 Summarize the lesson and reinforce the main takeaways.

Emphasize the importance of empathy, consideration, and ethical behavior in various aspects of life.

8.2 Assign a homework task related to ethical decision–making, such as writing a reflection on a personal experience involving consideration and empathy.

8.3 Provide clear instructions and guidelines for the homework assignment, including the language structures and vocabulary to be used.

Evaluation

1. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, and their ability to express empathy, consideration, and ethical considerations using appropriate language structures.

2. Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints.

3. Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.

Resources:

Handouts with The Last Seat scenario, Vocabulary list and exercises related to ethical decision-making, empathy, and consideration, Discussion questions and debate prompts, Role-play cards for ethical decision-making, Whiteboard or flipchart for brainstorming and note-taking

Lesson Plan 5	
Title	The Last Seat
Subject	Listening and Speaking in Daily Life 146132 – 1st semester, Academic year 2023
Learning Objectives	1. Develop critical thinking skills by analyzing ethical choices in a dilemma involving a limited seat on a bus. 2. Enhance English speaking skills through discussions and debates on moral decision-making. 3. Practice expressing empathy, consideration, and ethical considerations in English.
Terminal Objective	By the end of the lesson, students will be able to analyze the ethical dilemma of deciding who should take the last seat on a bus and make informed decisions about empathy, consideration, and ethical behavior in such situations.
Grammar Structures	– Use present simple and present continuous tenses to describe the scenario. – Nouns, adjectives, and verbs related to expressing needs,

Lesson Plan 5	
	making requests, and showing empathy. – Expressing opinions, giving reasons, and expressing agreement or disagreement. – Presenting arguments, expressing agreement or disagreement, and using conditional sentences.
Materials	– Handouts with the Dilemma 5 scenario. – Language structure examples and practice activities.
Activities	1. Introduction to The Last Seat scenario. 2. Vocabulary development. 3. Discussion on ethical dilemmas and consequences. 4. Group debates to analyze different perspectives. 5. Language structures for expressing empathy, consideration, and advice. 6. Role-playing activities to practice ethical decision-making. 7. Consolidation and reflection. 8. Wrap-up and homework assignment.
Evaluation	a. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, and their ability to express empathy, consideration, and ethical considerations using appropriate language structures. b. Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints. c. Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.
Resources	• Handouts with The Last Seat scenario • Vocabulary list and exercises related to ethical decision-making, empathy, and consideration • Discussion questions and debate prompts

Lesson Plan Evaluation Form

EVALUATION CRITERIA	YES/NO	COMMENTS
1. Were the objectives of the lesson clear and attainable?		
2. Was the content appropriate for the lesson's objectives and the students' level?		
3. Were the teaching methodologies effective in delivering the lesson content?		
4. Were the students actively engaged during the lesson?		
5. Were the materials and resources used effectively?		
6. Was the classroom effectively managed?		
7. Do you believe the students achieved the learning objectives?		

Strengths and Areas for Improvement:

EVALUATION CRITERIA	DESCRIPTION
Strengths of the Lesson	
Areas for Improvement	

Lesson Plan 6: The Cheating Classmate

Subject: Listening and Speaking in Daily Life 146132 1st semester, Academic year 2023

Learning Objectives:

1. Develop critical thinking skills by analyzing ethical dilemmas related to academic integrity.
2. Enhance English speaking skills through discussions and expressing opinions on the topic.
3. Practice providing justifications and recommendations for ethical decision-making.

Terminal Objective: By the end of the lesson, students will be able to analyze the ethical dilemma of reporting a cheating classmate and make informed decisions about academic integrity and ethical behavior.

Enable Objectives:

1. Identify the ethical considerations involved in reporting a cheating classmate.
2. Analyze the potential consequences of reporting or not reporting the cheating incident.
3. Engage in discussions to explore different perspectives on the topic.
4. Develop vocabulary related to academic integrity, honesty, and ethical behavior.
5. Express opinions, provide justifications, and make recommendations using appropriate language structures.

Function:

1. Introduce the scenario and engage students in critical thinking about the ethical dilemma.
2. Engage students in a class discussion to explore different perspectives on the ethical dilemma of the cheating classmate.
3. Enhance students' understanding and usage of vocabulary related to academic integrity, honesty, and reporting.
4. Analyze and evaluate different perspectives on the ethical dilemma.

Grammar Structure:

1. Use present simple and present continuous tenses to describe the scenario.
2. Nouns, adjectives, and verbs related to ethical decision-making.
3. Expressing opinions, giving reasons, and expressing agreement or disagreement.
4. Structure: Presenting arguments, expressing agreement or disagreement, and using conditional sentences.
5. Reporting verbs, expressions for discussing ethical issues, and providing reasons.

Materials:

1. Handouts with the Dilemma 6 scenario.
2. Language structure examples and practice activities.
3. Discussion questions related to the scenario.

Steps of Teaching and Learning:**Step 1: Introduction (30 minutes)**

1. Introduce the scenario of The Cheating Classmate, explaining the ethical dilemma of deciding whether to report a classmate who is cheating during an exam.
2. Distribute handouts containing the scenario of The Cheating Classmate.
3. Read the scenario aloud, ensuring students comprehend the context and the choices involved.
4. Encourage active listening and reflection on the ethical dilemmas and potential consequences.

Step 2: Vocabulary Development (45 minutes)

1. Introduce and discuss vocabulary related to academic integrity, honesty, and ethical behavior.
2. Provide clear definitions, example sentences, and context-based exercises to help students understand and use the vocabulary effectively.
3. Engage students in vocabulary activities such as word association, role-playing scenarios, or sentence creation to reinforce the meanings and usage of the vocabulary.

Step 3: Discussion on Ethical Considerations and Consequences (60 minutes)

1. Facilitate a class discussion about the ethical considerations involved in reporting a cheating classmate.
2. Encourage students to express their opinions and consider the potential consequences of reporting or not reporting the cheating incident.
3. Provide discussion questions to guide the conversation and promote critical thinking.
4. Foster a respectful and inclusive discussion where students can share their thoughts and perspectives.
5. Encourage active participation and promote the exchange of ideas.

Step 4: Group Debates to Analyze Different Perspectives (60 minutes)

1. Divide students into small groups and assign each group a specific perspective to represent in a debate.
2. For example, one group may argue in favor of reporting the cheating classmate, while another group may argue in favor of not reporting.
3. Provide guidelines for the debate, including the need for evidence and logical reasoning to support arguments.
4. Emphasize the importance of considering the consequences and ethical implications of each choice.
5. Monitor the debates, provide feedback, and promote constructive discussion among the groups.

Step 5: Language Structures for Expressing Recommendations and Justifications (45 minutes)

1. Introduce language structures that help students provide recommendations and justifications for ethical decision-making.
2. Teach phrases such as "I would recommend reporting the cheating classmate because..." and "It is important to consider the consequences and uphold academic integrity."

3. Provide examples and practice activities to reinforce the usage of these structures.

4. Engage students in role-playing scenarios where they practice using the language structures to provide recommendations and justifications.

Step 6: Role-Playing Activities to Practice Ethical Decision-Making (60 minutes)

1. Divide students into pairs and assign them roles to play out a scenario where they decide whether to report or keep quiet about a cheating classmate.

2. Provide role-play cards with specific situations and characters.

3. Encourage students to use the language structures and vocabulary learned to express recommendations, justifications, and ethical considerations.

4. Monitor the role-plays, providing feedback on language usage, critical thinking skills, and the effectiveness of their decision-making process.

5. Evaluate their ability to express recommendations and justifications in ethical decision-making.

Step 7: Consolidation and Reflection (30 minutes)

1. Summarize the key concepts and insights gained from the activities.

Highlight the importance of academic integrity, honesty, and ethical behavior in academic settings.

2. Lead a class discussion to consolidate the students' understanding of the ethical dilemmas and the consequences of their choices in The Cheating Classmate scenario.

3. Encourage students to consider the impact of their actions on academic integrity and the importance of upholding ethical standards.

4. Provide an opportunity for students to ask questions and seek clarification on any aspects of the lesson.

Step 8: Wrap-up and Homework Assignment (15 minutes)

1. Summarize the lesson and reinforce the main takeaways.

2. Emphasize the importance of academic integrity, honesty, and ethical behavior in academic settings.

3. Assign a homework task related to ethical decision-making, such as writing a reflection on a personal experience involving academic integrity and ethical dilemmas.

4. Provide clear instructions and guidelines for the homework assignment, including the language structures and vocabulary to be used.

Evaluation

1. Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, and their ability to express recommendations and justifications using appropriate language structures.

2. Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints.

3. Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.

Resources:

1. Handouts with The Cheating Classmate scenario

Vocabulary list and exercises related to academic integrity, honesty, and ethical behavior

2. Discussion questions and debate prompts

3. Role-play cards for ethical decision-making

4. Whiteboard or flipchart for brainstorming and note-taking

Lesson Plan 6:	The Cheating Classmate
Subject	Listening and Speaking in Daily Life 146132
Semester & Academic Year	1st semester, Academic year 2023
Learning Objectives	<ul style="list-style-type: none"> – Develop critical thinking skills by analyzing ethical dilemmas related to academic integrity. – Enhance English speaking skills through discussions and expressing opinions on the topic. – Practice providing justifications and recommendations for ethical decision-making.

Lesson Plan 6:	The Cheating Classmate
Terminal Objective	By the end of the lesson, students will be able to analyze the ethical dilemma of reporting a cheating classmate and make informed decisions about academic integrity and ethical behavior.
Enable Objectives	<ul style="list-style-type: none"> – Identify the ethical considerations involved in reporting a cheating classmate. – Analyze the potential consequences of reporting or not reporting the cheating incident. – Engage in discussions to explore different perspectives on the topic. – Develop vocabulary related to academic integrity, honesty, and ethical behavior. – Express opinions, provide justifications, and make recommendations using appropriate language structures.
Function	<ul style="list-style-type: none"> – Introduce the scenario and engage students in critical thinking about the ethical dilemma. – Engage students in a class discussion to explore different perspectives on the ethical dilemma of the cheating classmate. – Enhance students' understanding and usage of vocabulary related to academic integrity, honesty, and reporting. – Analyze and evaluate different perspectives on the ethical dilemma.
Grammar Structure	<ul style="list-style-type: none"> – Use present simple and present continuous tenses to describe the scenario. – Nouns, adjectives, and verbs related to ethical decision-making. – Expressing opinions, giving reasons, and expressing agreement or disagreement. – Structure: Presenting arguments, expressing agreement or disagreement, and using conditional sentences. – Reporting verbs, and expressions for discussing ethical issues, and providing reasons.
Materials	<ul style="list-style-type: none"> – Handouts with the Dilemma 6 scenario. – Language structure examples and practice activities.

Lesson Plan 6:	The Cheating Classmate
	– Discussion questions related to the scenario.
Steps of Teaching and Learning	1. Introduction 2. Vocabulary Development 3. Discussion on Ethical Considerations and Consequences 4. Group Debates to Analyze Different Perspectives 5. Language Structures for Expressing Recommendations and Justifications 6. Role-Playing Activities to Practice Ethical Decision-Making 7. Consolidation and Reflection 8. Wrap-up and Homework Assignment
Evaluation	– Assess students' performance based on their active participation in discussions and debates, the quality of their arguments, and their ability to express recommendations and justifications using appropriate language structures. – Evaluate their critical thinking skills in analyzing the ethical dilemmas, considering different perspectives, and justifying their viewpoints. – Provide feedback to students, highlighting their strengths and areas for improvement in their ethical reasoning and language usage.
Resources	– Handouts with The Cheating Classmate scenario – Vocabulary list and exercises related to academic integrity, honesty, and ethical behavior – Discussion questions and debate prompts – Role-play cards for ethical decision-making – Whiteboard or flipchart for brainstorming and note-taking

Lesson Plan Evaluation Form

EVALUATION CRITERIA	YES/NO	COMMENTS
1. Were the objectives of the lesson clear and attainable?		
2. Was the content appropriate for the lesson's objectives and the students' level?		
3. Were the teaching methodologies effective		

in delivering the lesson content?		
4. Were the students actively engaged during the lesson?		
5. Were the materials and resources used effectively?		
6. Was the classroom effectively managed?		
7. Do you believe the students achieved the learning objectives?		

Strengths and Areas for Improvement:

EVALUATION CRITERIA	DESCRIPTION
Strengths of the Lesson	
Areas for Improvement	

APPENDIX B 6 Dilemma Scenarios to Develop Undergraduate Students' English Speaking and Critical Thinking Skills

<p>Dilemma 1</p>	<p>The Love Triangle: You have feelings for your best friend who is currently in a problematic relationship with someone else. They come to you for advice, and it becomes apparent that they are unaware of your feelings. Do you confess your feelings, potentially jeopardizing your friendship and their relationship, or do you keep quiet, letting them continue in a relationship that seems to make them unhappy?</p> <p>Resource: Discuss friendship, honesty, personal desires, and the potential impact of actions on others' lives.</p>
<p>Dilemma 2</p>	<p>Dilemma for a Language Teaching Job</p> <p>You are a qualified Chinese and Japanese language teacher working at a local high school. You enjoy teaching young people and have a secure job with good benefits. However, you sometimes find the work stressful, and the pay isn't as high as you would like.</p> <p>Recently, you've been offered a job teaching Chinese and Japanese at a private language institute. The job pays more and involves teaching adult learners, which you think could be an interesting change. However, the job is a contract position, meaning it doesn't have the same job security or benefits as your current job.</p> <p>The dilemma is:</p> <p>A) Do you stay in your current high school teaching job, which offers job security and benefits but can be stressful and lower pay? or</p> <p>B) Do you take the job at the language institute, which offers higher pay and a new experience but lacks job security and benefits?</p>
<p>Dilemma 3</p>	<p>The Damaged Car: You accidentally scrape a parked car in an empty parking lot. There's significant damage but no cameras around, and no one saw you. Do you leave a note with your information or drive away?</p> <p>Resource: Discuss personal accountability and the consequences of both actions.</p>

Dilemma 4	The Lost Necklace: During a trip to a crowded beach, you find a beautiful, seemingly expensive necklace half-buried in the sand. As you pick it up, you notice a woman frantically searching around her beach towel and looking increasingly distressed. It seems she might be the owner. However, you have been struggling financially, and selling the necklace could cover a month's rent. What do you do?
Dilemma 5	The Last Seat: You've been waiting for a long time to catch a bus home after a tiring day at work. When the bus finally arrives, there's only one seat left. At the same time, an elderly person also boards the bus. You are extremely exhausted and need the seat, but you also understand that the elderly person might need it more. What do you do?
Dilemma 6	The Cheating Classmate: During an important exam, you notice a classmate cheating. Reporting them could lead to serious consequences for their academic future. Do you report the cheating or keep quiet?



APPENDIX C Questionnaire: Students' perspectives toward Learning English Speaking and Critical Thinking Through Dilemma Scenarios

Section 1: Personal Information

Please complete the questionnaire below by filling in the relevant information or ticking the alternatives that apply to you.

1. Gender: Male Female
2. Program of study: _____
3. Year of study:
4. First Year
 Second Year
 Third Year
 Fourth Year

Section 2: Survey of Students' Opinions toward Learning English Speaking through Dilemma Scenarios

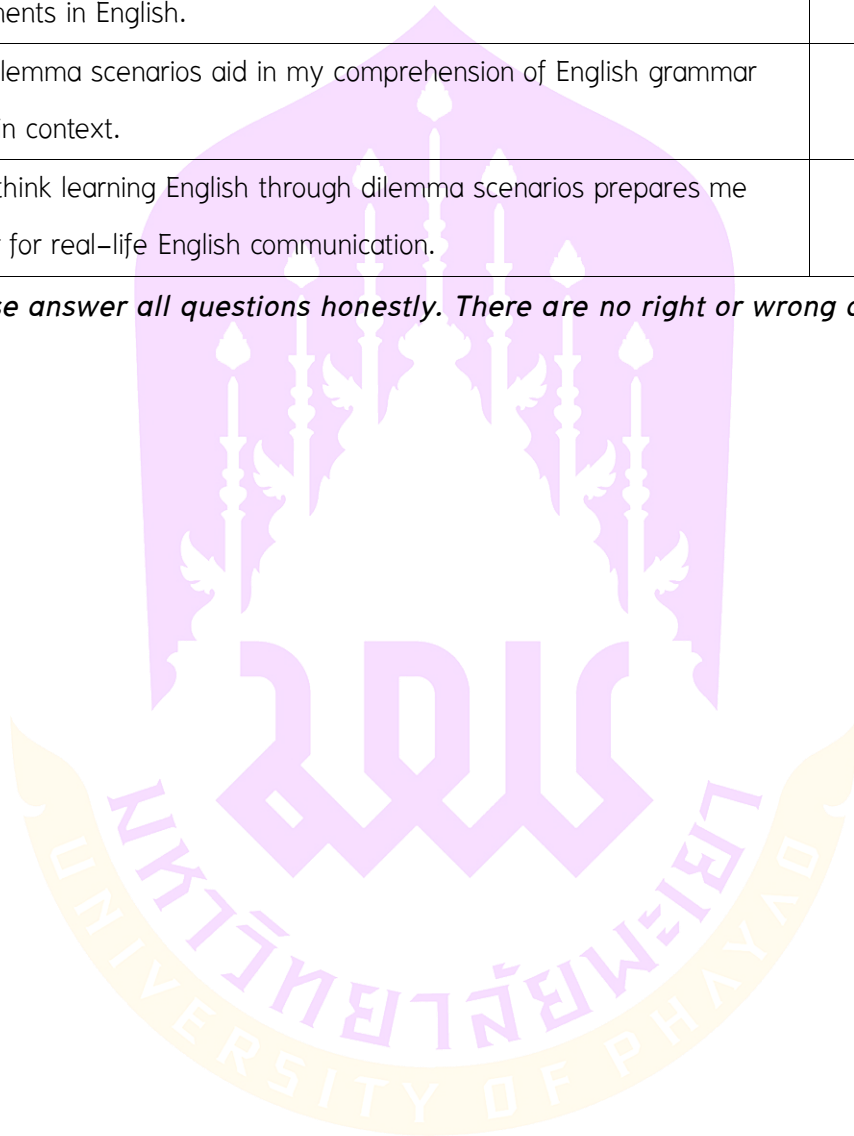
Rate your level of agreement with each statement about learning English speaking through dilemma scenarios. Use the following scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

Statements	5	4	3	2	1
1. I believe dilemma scenarios enhance my English speaking skills.					
2. Dilemma scenarios make my English learning process more interesting.					
3. I find that dilemma scenarios help me to grasp new vocabulary more effectively.					
4. Learning English through dilemma scenarios encourages me to think more critically.					
5. I gain more confidence in speaking English after engaging in dilemma scenarios.					
6. I find the challenges presented in dilemma scenarios stimulating and beneficial.					
7. I feel the dilemma scenarios used in our class reflect real-life scenarios.					
8. I am comfortable expressing my ideas in English during dilemma scenarios.					
9. Dilemma scenarios actively involve me in the learning process.					
10. Participating in dilemma situations assists in improving my English pronunciation.					
11. Dilemma scenarios enhance my ability to interact in English effectively.					
12. Engaging in dilemma scenarios aids in understanding different viewpoints.					
13. I prefer the method of learning English through dilemma scenarios over traditional methods.					
14. I would appreciate more use of dilemma scenarios in our English classes.					
15. The feedback and assessment I receive after dilemma scenarios are helpful in my learning.					
16. I find that dilemma scenarios make me more aware of my					

Statements	5	4	3	2	1
speaking errors.					
17. I feel more motivated to learn English through dilemma scenarios.					
18. Dilemma scenarios improve my ability to construct and convey my arguments in English.					
19. Dilemma scenarios aid in my comprehension of English grammar rules in context.					
20. I think learning English through dilemma scenarios prepares me better for real-life English communication.					

Please answer all questions honestly. There are no right or wrong answers.



APPENDIX D Semi-Structured Interview Questions to explore students' perspectives on learning English speaking and critical thinking through dilemma scenarios.

Question 1	What do you think about learning English speaking and Critical thinking through dilemma scenarios?
Question 2	How do you think dilemma scenarios contribute to your development of critical thinking skills? Can you provide specific examples from your learning experience?
Question 3	How do you feel the use of dilemma scenarios in English-speaking lessons affects your engagement and motivation in class? Can you describe any specific instances where you felt particularly engaged or disengaged?
Question 4	Which dilemma scenarios do you like? Why?



APPENDIX E Speaking Test and Evaluation

Student Information:

Name:

Date:

Duration: 5 minutes

Scenario: Dilemma 1 – The Expensive Date

Test Details

Each student will be presented with the scenario and asked to articulate their thoughts and decisions in response to the scenario questions within a 5-minute period. This session will assess various facets of oral proficiency including fluency, coherence, grammatical accuracy, vocabulary usage, pronunciation, task completion, and critical thinking.

Dilemma Scenario: The Expensive Date

You have been chatting with someone online for a few weeks, and you both decide to meet up for a date. You suggest a familiar coffee shop because it's affordable and casual. However, your date suggests a very expensive restaurant that you know could significantly strain your budget. You are uncertain if you should invest so much money on a first date.

Test Objectives

1. Fluency and Coherence: Ability to speak fluently and logically.
2. Grammatical Range and Accuracy: Correct use of language structures.
3. Vocabulary: Appropriate use of vocabulary to express thoughts and emotions.
4. Pronunciation: Clear and understandable speech.
5. Task Achievement: Completeness and relevance of the content to the task.

Scenario Questions

1. Would you agree to go to the expensive restaurant, suggest another place, or propose to split the bill? Explain your decision and reasoning.
2. How would you handle the situation if the date goes poorly after choosing the expensive restaurant?

3. What strategies would you use to make a good impression regardless of the place chosen for the date?

Score Table:

Criteria	Score (1–5)	Comments
Fluency		
Grammar		
Vocabulary		
Pronunciation		
Task Achievement		
Critical Thinking		

Scoring Guidelines

- 1 – **Very Poor:** Many major issues, difficult to understand.
- 2 – **Poor:** Frequent problems, hard to understand, lacks coherence.
- 3 – **Satisfactory:** Some problems, but generally understandable.
- 4 – **Good:** Minor problems, mostly fluent and clear.
- 5 – **Excellent:** Fluent, clear, and well-structured speech.

Examiner's Notes:

1. Ensure the student understands the scenario and questions fully before beginning their response.
2. Use a stopwatch to time the 5-minute response period accurately.
3. Consider recording the session for a more detailed post-exam review.

Reflection and Feedback:

1. **Examiner Feedback:** Provide detailed comments on each criterion with suggestions for improvement.
2. **Student Reflection:** Encourage students to consider their own performance and identify areas they felt strong in and areas needing improvement.

Implementation:

1. **Date of Test Administration:**
2. **Location:**
3. **Materials Needed:** Copy of scenario for each student, score sheets, stopwatch, recording device (optional).



APPENDIX F Definition and Indicative Behavior of Critical Thinking Abilities

Critical Thinking Abilities	Indicative Behavior	Number of Exam Questions
<p>1. Ability to define and clarify initially: refers to the ability to identify key points or summarize various pieces of information from an article or a given situation logically.</p>	<p>Students demonstrate the ability to accurately discern the central theme or effectively articulate the issue at hand based on provided material, scholarly publications, or real-life scenarios.</p>	<p>8</p>
<p>2. Ability to judge information: refers to considering the credibility of sources, the plausibility of information from the observer's own observation, and thorough evaluation of information.</p>	<p>2.1 The capacity of students to effectively assess the credibility of sources across different contexts, such as reports, articles, and varied circumstances, is shown with accuracy. 2</p> <p>2.2 The ability of students to evaluate the reliability of sources is contingent upon their capacity to analyze the observations made by persons in diverse contexts. 2</p> <p>2.3 The ability of students to accurately discern between sources of information that are dependable and those that are unreliable is shown. 2</p> <p>2.4 Students possess the ability to differentiate and identify the pertinent information that is applicable to the provided article or circumstance. 2</p> <p>2.5 Students possess the agency to</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p>

Critical Thinking Abilities	Indicative Behavior	Number of Exam Questions
	<p>discern the relative credibility of several reports or speeches, so determining if one source is more reliable than another or whether both sources exhibit similar levels of trustworthiness.</p> <p>2.6 Students possess the ability to ascertain and determine the credibility of the sources that have been mentioned.</p>	2
<p>3. Ability to infer: refers to the ability to classify information, explain hypotheses, and diagnose conclusions from reasoning based on provided criteria, break down general principles into sub-principles, or apply principles to various situations.</p>	<p>3.1 Students possess the ability to succinctly condense and encapsulate difficulties and conflicts derived from various data sets or real-life scenarios.</p> <p>3.2 The ability of students to engage in deductive reasoning based on preexisting knowledge and effectively condense it into concise ideas or principles.</p> <p>3.3 The ability of students to accurately and coherently synthesize information supplied to them is shown.</p> <p>3.4 Students have the ability to assign a level of significance to various occurrences.</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p>

Critical Thinking Abilities	Indicative Behavior	Number of Exam Questions
	3.5 Students have the ability to identify and highlight any inherent bias or prejudice shown by the speaker or author.	
<p>4. Ability to deduce: refers to interpreting text, data, or various situations by reasoning conditionally to find answers that result from the relationship of the given situation.</p>	4.1 Students have the capacity to derive conclusions by deconstructing overarching concepts into subordinate principles.	2
	4.2 The students possess the ability to derive logical inferences from the text, ensuring that their conclusions remain consistent with the information presented within the text.	2
	4.3 Students have the ability to provide justifications in order to substantiate their judgments.	2
	4.4 Students have the ability to convey knowledge via the use of diagrams or visuals.	2
	4.5 Students possess the ability to discern and recognize the underlying concepts inherent in auditory or written information.	2
<p>5.Ability to identify initial agreements: refers to identifying which statements are</p>	5.1 Students possess the ability to discern and categorize comments that may be classified as first agreements.	2

Critical Thinking Abilities	Indicative Behavior	Number of Exam Questions
prerequisite to the main given statements to ensure the conclusion is accurate and logical from different situations.	5.2 Students possess the ability to differentiate between assertions that serve as conditions or prerequisites.	2
	5.3 Students have the ability to confirm the accuracy of anything based on the provided criteria.	2
	5.4 Students possess the ability to succinctly explain the fundamental aspects of a given topic and establish meaningful connections in order to facilitate effective planning.	2
	5.5 Students have the ability to use logical reasoning when evaluating early accords.	2
	5.6 Students are required to comprehend the provided article or issue in order to ascertain the first agreements.	2
	Total	

The table provided, labeled "Definition and Indicative Behavior of Critical Thinking Abilities," is as a comprehensive resource that outlines the fundamental aspects of critical thinking. Every segment of the table pertains to a discrete critical thinking talent and delineates its description, afterwards followed by the particular actions that signify that proficiency. The abilities that are examined in this study include the process of defining

and creating initial clarity, assessing the trustworthiness of information, drawing valid inferences, deriving conclusions, and identifying necessary preconditions or agreements. The aforementioned abilities are subdivided into several quantifiable actions, so offering a comprehensive comprehension of the diverse facets of critical thinking. Through the evaluation of these behaviors, educators are able to accurately measure the aptitude for critical thinking in children, therefore facilitating the improvement and advancement of these fundamental cognitive capacities.

In this study, the researcher used a critical thinking assessment table that was produced by Panjandee (2013). The utilization of this all-encompassing instrument, in conjunction with a collection of 52 inquiries aimed at critical thinking, serves the purpose of examining the critical thinking abilities of undergraduate students subsequent to their involvement with challenging situations. The main objective of this study is to examine the effects of using dilemma scenarios as a learning tool on the development of students' critical thinking skills.



แบบวัดความสามารถในการคิดอย่างมีวิจารณญาณสำหรับนิสิตชั้นปีที่3 มหาวิทยาลัยพะเยาผู้ที่ลงทะเบียนเรียนในรายวิชา การฟังและการพูดภาษาอังกฤษในชีวิตประจำวัน

กลุ่มที่ 22

คำชี้แจงในการตอบแบบวัดความสามารถในการคิดอย่างมีวิจารณญาณ

1. แบบวัดความสามารถในการคิดอย่างมีวิจารณญาณฉบับนี้เป็นแบบวัดความสามารถในการคิดอย่างมีวิจารณญาณสำหรับนักศึกษาชั้นปีที่3 มหาวิทยาลัยพะเยาผู้ที่ลงทะเบียนเรียนในรายวิชา การฟังและการพูดภาษาอังกฤษในชีวิตประจำวัน กลุ่มที่ 22 เพื่อวัดความสามารถในการคิดอย่างมีวิจารณญาณ 5 ด้านคือ 1. ด้านความสามารถในการระบุประเด็นปัญหา จำนวน 8 ข้อ 2. ด้านความสามารถในการพิจารณาความน่าเชื่อถือของแหล่งข้อมูลและการสังเกต จำนวน 12 ข้อ 3. ด้านความสามารถในการอุปนัย จำนวน 10 ข้อ 4. ด้านความสามารถในการนิรนัยจำนวน 10 ข้อ 5. ด้านความสามารถในการระบุข้อตกลงเบื้องต้นจำนวน 12 ข้อ รวม 52 ข้อ ใช้เวลาในการทำแบบวัด 1.00 ชั่วโมง

2. แบบวัดเป็นแบบสถานการณ์เมื่อนิสิตอ่านแล้วพิจารณาว่าถ้านิสิตอยู่ในสถานการณ์นั้นๆ นิสิตจะสามารถระบุประเด็นปัญหา หรือพิจารณาความน่าเชื่อถือของแหล่งข้อมูลอย่างไร ให้ตรงความคิดเห็นของนิสิตมากที่สุด ถ้าตอบถูกจะได้ 1 คะแนน ถ้าตอบผิดหรือไม่ตอบหรือตอบมากกว่า 1 ข้อ ได้ 0 คะแนน ผลของการทดสอบไม่มีผลกระทบต่อการเรียนของนิสิต

1. ให้นักเรียนกา X ให้ตรงกับอักษร ก, ข, ค, หรือ ง ลงในกระดาษคำตอบเพียงข้อเดียว
2. ข้อมูลต่าง ๆ ที่นิสิตตอบ **จะถือว่าเป็นความลับ**
3. คำตอบของนิสิตจะเป็นประโยชน์ และมีความสำคัญอย่างยิ่งต่อการศึกษาและการวิจัยต่อไป

ขอบคุณที่ให้ความร่วมมือ

นางสาวนิภาวรรณ นฤประมปรีดี

นิสิตระดับปริญญาเอก หลักสูตรศิลปศาสตรดุษฎีบัณฑิต

องค์ประกอบด้านที่ 1: ความสามารถในการระบุประเด็นปัญหา

1. ญัฐอาศัยอยู่กับแม่ ส่วนพ่อไปทำงานต่างจังหวัด แม่ทำงานไม่มีเวลาดูแลลูก ทำให้ญัฐไปคบเพื่อนเพื่อคลายเหงาเพื่อนแนะนำให้ญัฐสูบบุหรี่ ดื่มเหล้า เสพยาบ้า เพื่อจะได้สบายใจเค้าก็ทำตาม จากสถานการณ์นี้สาเหตุของปัญหาคืออะไร

- ก. ญัฐขาดความรักความอบอุ่น
ข. แม่ไม่มีเวลาให้ลูก
ค. ญัฐคบเพื่อนไม่ดี
ง. ญัฐติดยาเสพติด

2. เมื่อวันที่ 9 มกราคม 2556 รายงานข่าวแจ้งว่าผู้ช่วยผู้ใหญ่บ้านท่านหนึ่งในเขตอำเภอรันทรประเทศ จังหวัดสระแก้ว แสดงบัตรประจำตัวประชาชนที่ประชุมประจำเดือนของกำนัน - ผู้ใหญ่บ้านว่าเกิดวันที่ 30 กุมภาพันธ์ 2503 จากสถานการณ์นี้ประเด็นปัญหาคืออะไร

- ก. น้อยใจที่ไม่ได้จัดงานวันเกิด
ข. ยอสกปรจางนข้อบกพร่องของฝ่ายปกครอง
ค. การทำข้อมูลผิดพลาดของฝ่ายปกครอง
ง. อยากให้มีผู้รับผิดชอบกับข้อผิดพลาดครั้งนี้

3.” กระทรวงสาธารณสุขส่งเสริมให้ทารกได้รับนมแม่ ถึงกับมีโฆษณาให้ทารกดื่มนมแม่อย่างเดียว จนอายุครบ 6 เดือน เป็นวิธีที่ดีที่จะป้องกันโรคท้องเสียในทารกที่เป็นสาเหตุการตายที่สำคัญ การทำอาหารให้ทารกจะต้องระวังที่สุดเรื่องของความสะอาดไม่ให้ทารกได้รับเชื้อโรคหรือมีอาการท้องเสีย เพราะนมผสมที่ถึงไว้หลายชั่วโมงจะบูดเป็นอันตรายต่อทารกมาถึงเข้าไปในร่างกาย การดื่มนมแม่อย่างเดียวจึงป้องกันโรคเข้าสู่ร่างกายทางอาหารได้” ประเด็นปัญหาของข้อความข้างต้นคืออะไร

- ก. การเลี้ยงลูกด้วยการให้ดื่มนมแม่
ข. อันตรายจากการดื่มนมของทารก
ค. การโฆษณาขายนมสำหรับทารก
ง. การป้องกันโรคหรือเสียของทารก

4.” ปัจจุบันมีการดื่มน้ำจากขวดพลาสติกที่เกิดจาก PET(polyethylene terephthalate) มาก ซึ่งพลาสติกชนิดนี้ต้องใช้น้ำมันเป็นสารตั้งต้นในการผลิต และกระบวนการผลิตยังปล่อยแก๊สที่ทำให้เกิดภาวะโลกร้อนอีกด้วย ขยะพลาสติกชนิดนี้ต้องใช้เวลากว่า 700 ปีในการย่อยสลาย” ประเด็นปัญหาของข้อความข้างต้นคืออะไร

- ก. มีการใช้น้ำมันเพิ่มขึ้น
ข. คนชอบความสบาย

ค. การทำลายสภาพแวดล้อม ง. กระบวนการผลิตใช้เวลานานทำให้สิ้นเปลืองพลังงาน

5.” รัฐบาลได้ประกาศขึ้นค่าแรงขั้นต่ำวันละ 300 บาทพร้อมกันทั่วประเทศตั้งแต่วันที่ 1 มกราคม 2556 เป็นต้นไปโรงงานขนาดเล็กหลายแห่งต้องปิดกิจการไป ทำให้คนงานตกงาน” ประเด็นปัญหานี้คืออะไร

- ก. โรงงานไม่ให้ความร่วมมือ
- ข. รัฐบาลไม่จ่ายเงินชดเชยโรงงาน
- ค. โรงงานประสบภาวะขาดทุน
- ง. การขึ้นค่าแรงจะทำให้ต้นทุนการผลิตเพิ่มขึ้น

6.” รัฐบาลได้ดำเนินการกู้เงินจำนวนมหาศาล เพื่อมากระตุ้นเศรษฐกิจตามโครงการ ไทยเข้มแข็ง ขณะเดียวกันเมื่อหันมามองภาวการณ์ส่วนบุคคลซึ่งมีหนี้สินส่วนตัวและหนี้สินครัวเรือนมากเกินกว่ารายได้ที่ได้รับในแต่ละเดือนหลายเท่าตัวส่งผลกระทบต่อปัญหาสังคม การเมือง และเศรษฐกิจอย่างมาก” ข้อใดเป็นมูลเหตุของข้อความนี้

- ก. โครงการ ไทยเข้มแข็ง เป็นความต้องการของประชาชน
- ข. โครงการ ไทยเข้มแข็ง ช่วยเหลือภาระหนี้สินของประชาชน
- ค. โครงการ ไทยเข้มแข็ง ช่วยแก้ปัญหาเศรษฐกิจ สังคม และการเมือง
- ง. โครงการ ไทยเข้มแข็ง ใช้ในการพัฒนาการศึกษา เศรษฐกิจ สังคม และสิ่งแวดล้อม

7.” เกรกอรี สมิท เกิดพ.ศ. 2533 เริ่มอ่านออกเสียงอายุ 2 ขวบ และเข้าเรียนมหาวิทยาลัยเมื่ออายุ 10 ขวบ เวลาว่างเขาชอบเดินทางไปทั่วโลกในฐานะเยาวชนจิตอาสาเพื่อสันติภาพ” จากข้อความดังกล่าวประเด็นสำคัญคืออะไร

- ก. ทูตจิตอาสา
- ข. เด็กอัจฉริยะ
- ค. การพจญภัยของเด็ก
- ง. เด็กฝรั่งชอบการท่องเที่ยว

8.นักวิจัยพบว่า “การสูบบุหรี่และความอ้วนเป็นตัวการทำให้แก่เร็วและมีอายุสั้นลงด้วย ผู้หญิงที่สูบบุหรี่วันละซองติดต่อกันเป็นเวลา 4 ปี จะทำให้ดูมีอายุมากกว่าอายุจริง 7 ปี ถ้าผู้หญิงที่สูบบุหรี่และเป็นโรคอ้วนด้วย จะทำให้ดูมีอายุมากกว่าอายุจริง 10 ปี” จากข้อความข้างต้นข้อใดสรุปได้ถูกต้อง

- ก. หญิงที่สูบบุหรี่ติดต่อกันนานนานจะแก่เร็ว
- ข. หญิงที่สูบบุหรี่จะแก่เร็วกว่าคนไม่สูบบุหรี่
- ค. คนอ้วนที่สูบบุหรี่จะทำให้แก่เร็ว
- ง. หญิงที่เป็นโรคอ้วนไม่ควรสูบบุหรี่

องค์ประกอบด้านที่2 ความสามารถในการพิจารณาความน่าเชื่อถือของแหล่งข้อมูลและการสังเกต

9. “ผลการวิจัยของนักวิทยาศาสตร์ชาวสกอตแลนด์ระบุว่า การสูบบุหรี่ขณะขับรถแม้จะเปิดหน้าต่างก็ส่งผลให้เกิดอากาศภายในรถเป็นพิษและเกิดภาวะเป็นพิษผู้สูงเกินขีดจำกัดขององค์การอนามัยโลกถึง 3 เท่า และเป็นอันตรายต่อเด็กที่นั่งอยู่เบาะหลังได้ เนื่องจากระบบการหายใจของเด็กมีความอ่อนไหว อัตราการหายใจจะเร็วกว่าผู้ใหญ่และระบบเผาผลาญก็ยังไม่เต็มที่” ประเด็นสำคัญของข้อความข้างต้นคืออะไร

- ก. เด็กไม่ควรได้รับควันบุหรี่ขณะอยู่ในรถ
- ข. สูบบุหรี่ในรถจะมีมลพิษมากกว่าสูบบุหรี่ในที่โล่ง
- ค. เด็กจะได้รับอันตรายจากควันบุหรี่มากกว่าผู้ใหญ่
- ง. สูบบุหรี่ขณะขับรถ สร้างมลพิษเกินพิกัดขององค์การอนามัยโลก

10. “แห่พิสูจนไม้ตะเคียนทองที่วัดกระท่อมราย จังหวัดอ่างทอง โดยพระที่วัดแห่งนี้ให้ข้อมูลว่า ได้ซื้อไม้ตะเคียนเพื่อมาสร้างวัด แต่บังเอิญมีการถ่ายรูปไม้และเจาะรูปคล้ายๆหญิงสาวอยู่ในไม้ตะเคียน จึงทำให้พระที่วัดไม่นำไม้ไปสร้างประตูวัด เมื่อประชาชนทราบข่าวจึงนำดอกไม้ กล้วยเทียน ไปกราบไหว้ บูชา ขอโชคลาภ” จากข้อมูลดังกล่าวประเด็นสำคัญคืออะไร

- ก. ไม้ตะเคียนเป็นไม้อัปมงคล
- ข. ไม้ตะเคียนเป็นไม้มีผีสิงอยู่
- ค. เป็นเรื่องมงายไม่ควรเชื่อถือตามข่าว
- ง. ไม้ตะเคียนไม่เหมาะในการนำมาสร้างประตูวัด

11. “ผู้สื่อข่าวต่างประเทศรายงานข่าวว่าในฤดูหนาวปีนี้ พ่อค้าขายปลาในตลาดของประเทศจีน มีการก่อไฟใต้ภาชนะขายปลาที่นำมาขาย เพื่อเพิ่มอุณหภูมิ” จากข้อมูลดังกล่าวเชื่อถือได้หรือไม่

ก. เชื่อถือไม่ได้เลยเพราะไม่เคยเห็นมาก่อน

ข. เชื่อถือไม่ได้เพราะปลาไม่ชอบน้ำร้อน

ค. ไม่น่าเชื่อถือเพราะข้อมูลไม่ได้นำเสนอโดยนักวิชาการ

ง. อาจเชื่อถือได้เพราะถ้าอากาศหนาวจัด ปลาจะแข็งตาย ถ้าได้รับไอน้ำจากน้ำ จะทำให้ปลาไม่ตาย

12.” ไขมันหลายคนคงขยาด และอยากหลีกเลี่ยง โดยเฉพาะผู้หญิงเกือบทุกคนทั้งที่กลัวอ้วน ไม่กลัวอ้วน และกลัวโรคภัยต่างๆ ที่มาเยือน ทราบหรือไม่ จริงๆแล้วไขมันไม่มากลัวอย่างที่คิด ถ้าเราสามารถเลือกบริโภคไขมันดี ก็จะเป็นผลดีต่อร่างกายและสุขภาพของเราได้” ถ้าต้องการทราบความจริงดังกล่าวควรจะใช้วิธีการใดจึงจะเหมาะสมที่สุด

ก. หาความรู้เกี่ยวกับการบริโภคไขมันดี

ข. หาความรู้เกี่ยวกับโรคภัยต่างๆที่มาจาก การบริโภคไขมัน

ค. สอบถามผู้บริโภคอาหารที่ไขมันดีว่ามีผลต่อสุขภาพอย่างไร

ง. หาข้อสรุปโดยทดลองรับประทานอาหารที่มีไขมันดี

13.” ความอาถรรพ์ชีวิตพวกราชาเพลงร็อกล้วนแต่พากันมีอายุสร้างด้วยกันทั้งนั้น นักวิทยาศาสตร์พบว่านักดนตรีเป็นราชาเพลงร็อก ประเภทศิลปินเดี่ยวล้วนแต่อายุสั้น ต่างจาก ผู้ร่วมเล่นเป็นวงกับคนอื่นๆ แต่ถ้าเป็นดารา ประเภทศิลปินเดี่ยวจะอายุสั้นกว่าถึงสองเท่า” จากข้อมูลดังกล่าวข้อใดเป็นเหตุที่ทำให้ดาราหรือศิลปินเดี่ยวอายุสั้นกว่าราชาเพลงร็อก

ก. ภาระงานจะมากกว่าราชาเพลงร็อก

ข. เกิดความเครียดจากการทำงานตลอดเวลา

ค. ชอบกินยากระตุ้นประสาทเพื่อคลายเครียด

ง. เกิดความกดดันสูงกว่าราชาเพลงร็อก

14. “คณะกรรมการสิทธิมนุษยชนแห่งสหประชาชาติ มีมติเป็นเอกฉันท์เมื่อ วันที่ 26 พฤศจิกายน 2555 ที่ผ่านมามีให้สมาชิกยูเอ็นจีเอทั้ง 193 ประเทศทั่วโลกประนามการขริบอวัยวะเพศหญิง จากข้อมูลยูเอ็นจีเอที่ปี 2553 มีสตรีและเด็กหญิงถูกขริบอวัยวะเพศ 70 ล้านคน เฉลี่ยราว 6,000 คนต่อวัน พบใน 28 ประเทศในทวีปแอฟริกา เยเมน อิรักมาเลเซีย อินโดนีเซีย และชนเผ่าต่างๆในอเมริกาใต้” ข้อมูลดังกล่าวเหตุผลที่ยูเอ็นจีเอประนามน่าจะเป็นประเด็นใด

- ก. การละเมิดสิทธิมนุษยชน
- ข. การลงโทษผู้ค้ำอวัยวะเพศ
- ค. การขริบอวัยวะเพศในหญิงมีการทำกันทั่วโลก
- ง. ยูเอ็นสั่งให้ลงโทษประเทศขริบอวัยวะเพศหญิง

15. “ช่วงเทศกาลจะมีการรณรงค์การดื่มสุรา เมมาแล้วขับออกมาเตือนประจำ สถิติคืออาวูธ ลำค้ำญ ลำพังหน่วยงานองค์กร หรือเจ้าหน้าที่อาจไม่เพียงพอ คงไม่มีใครอยากสูญเสียทั้งชีวิต และทรัพย์สิน” ข้อมูลดังกล่าวประเด็นที่ทำให้เกิดการสูญเสียคืออะไร

- ก. คนชอบดื่มสุราช่วงเทศกาล
- ข. กฎหมายลงโทษไม่รุนแรง
- ค. คนไม่ปฏิบัติตามกฎหมาย
- ง. เมมาแล้วขับทำให้ขาดสติ

16. “เกษตรกรตั้งแต่อดีตจนถึงปัจจุบันมักประสบปัญหาการขาดแคลนน้ำเพื่อการเกษตร โดยเฉพาะในพื้นที่ที่ต้องอาศัยน้ำฝนซึ่งเป็นพื้นที่ส่วนใหญ่ของประเทศ ด้วยเหตุนี้เกษตรกรจึงควรอนุรักษ์น้ำและดินเพื่อเพาะปลูก เลี้ยงสัตว์ ให้เกิดประโยชน์ต่อตนเอง ประเทศชาติอย่างยั่งยืน” จากข้อมูลดังกล่าวแสดงให้เห็นว่าเกษตรกรควรปฏิบัติตามแนวคิดใด

- ก. การเพาะปลูกแบบยังชีพ
- ข. การเพาะปลูกเพื่อการค้า
- ค. เกษตรทฤษฎีใหม่
- ง. การพึ่งพาตนเอง

17. ในการรายงานข่าวเกี่ยวกับสภาพอากาศของภาคตะวันออกเฉียงเหนือของผู้สื่อข่าวเรื่อง” ตลิ่งการเกิดปรากฏการณ์แม่คะนึ่งที่ภาคอีสาน (อำเภอพิมาย) จังหวัดนครราชสีมา ผู้สื่อข่าวท่านหนึ่งกล่าว และนำภาพมาแพร่ภาพผ่านสถานีโทรทัศน์ช่องหนึ่ง จากรายงานข่าวของผู้สื่อข่าวท่านนี้ทำให้หลายคนอยากเดินทางมาพิสูจน์ที่เกิดเหตุการณ์นี้” ต่อมาผู้อำนวยการสำนักงานอุตุนิยมวิทยาได้ออกมาโต้ข่าวว่า “ไม่น่าจะเป็นไปได้ เพราะภาคตะวันออกเฉียงเหนือบริเวณนี้อุณหภูมิต่ำสุดจะอยู่ประมาณ 16 องศาเซลเซียสประกอบกับที่ตั้งของอำเภอพิมายก็ไม่ได้ตั้งอยู่เขตภูเขาสูง บริเวณที่จะเกิดปรากฏการณ์แม่คะนึ่งได้ ต้องมีอุณหภูมิต่ำกว่า 4 องศาเซลเซียส” จากข้อมูลดังกล่าวนี้ นักเรียนคิดว่าคำพูดใครน่าเชื่อถือกว่ากัน

- ก. คำพูดของผู้ผู้อำนวยการสำนักงานอุตุนิยมวิทยา
- ข. คำพูดของทั้งสองไม่น่าเชื่อถือ เพราะไม่มีการพิสูจน์
- ค. คำพูดของทั้งสองน่าเชื่อถือพอๆกัน เพราะมีเหตุผลทุกคน
- ง. คำพูดของผู้สื่อข่าวมากกว่า เพราะมีภาพให้ดูด้วย

18.” เราคนไทย ควรอนุรักษ์ไทย โดย กินของไทย ใช้ของไทย เทียวเมืองไทย เพราะจะทำให้คนไทยมีฐานะทางเศรษฐกิจดีขึ้น ไม่ควรกินอาหารหรือใช้สินค้า หรือเที่ยวต่างประเทศ เพราะจะทำให้ประเทศไทยขาดดุลการค้า เงินตรารั่วไหลออกนอกประเทศ” ข้อมูลดังกล่าวข้อใดเป็นสาเหตุที่น่าเชื่อถือและเป็นไปได้ที่จะทำให้ข้อความข้างต้นเป็นที่ยอมรับได้

- ก. เราคนไทย ต้องนิยมไทย และอนุรักษ์ไทย
- ข. เราคนไทย ควรสร้างฐานะทางเศรษฐกิจไทยให้ดีขึ้น
- ค. เราคนไทย ไม่ควรกินอาหาร หรือใช้สินค้า หรือไปเที่ยวต่างประเทศ
- ง. เศรษฐกิจไทยจะดีขึ้น ถ้าคนไทย กินของไทย ใช้ของไทย เทียวเมืองไทย

19.” กรมสุขภาพจิตรายงานว่า ปัจจุบันวัยรุ่นไทยมีปัญหามากมาย เช่นปัญหาความรุนแรง พฤติกรรมก้าวร้าว การติดเกม การเสพยาเสพติด ท้องไม่พร้อม ที่นับวันจะทวีความรุนแรง วัยรุ่นหญิงอายุ 10 ถึง 19 ปีคลอดบุตรมากถึง131,400 คน เฉลี่ยชั่วโมงละ 15 คนซึ่งมีค่าเฉลี่ยสูงสุดในทวีปเอเชีย” จากข้อมูลดังกล่าวแสดงให้เห็นว่าสิ่งที่สะท้อนปัญหาต่างๆน่าจะมาจากสาเหตุในข้อใด

- ก. สภาพสังคมเปลี่ยนไป พฤติกรรมเปลี่ยนแปลง และความอ่อนแอของครอบครัว และสังคม
- ข. เปลี่ยนแบบเพื่อน เพื่อให้เข้ากลุ่มได้ถึงต้องรีบมีแฟนและตั้งท้อง
- ค. เด็กวัยรุ่นหญิงขาดความอบอุ่น จึงรีบหาคู่ครอง

ง. เด็กวัยรุนขาดความรับผิดชอบตอตนเองและสังคม

20.” เมื่อลมหนาวพัดมาเมื่อใด นอกจากจะทำให้อากาศหนาวเย็นแล้วยังทำให้บรรดานกต่างๆอพยพหนีหนาวจากแดนไซบีเรียมารับโออุ่นในเมืองไทยเสมอ เช่น นกนางนวล กลุ่มใหญ่ที่ชายทะเลบางปู จังหวัดสมุทรปราการ” จากข้อมูลข้างต้นแสดงให้เห็นการปรับตัวของนกอย่างไร

ก. นกขาดอาหารในฤดูหนาว จึงตองไปหากินที่อื่น เพื่อความอยู่รอด

ข. ฤดูหนาวในเขตไซบีเรีย จะหนาวมาก และขาดแคลนอาหาร

ค. ฤดูหนาวเป็นฤดูผสมพันธุ์ของนก จึงตองหาที่อากาศไม่หนาว

ง. ไซบีเรียจะหนาวมากในฤดูหนาว ทำให้นกตองหาที่อยู่ใหม่เพื่อความอยู่รอด

องค์ประกอบที่3: ความสามารถในการอุปนัย

21.” การอ่านและการเขียนหนังสือ ตองให้มีแสงสว่างเพียงพอ เพราะถ้าหากแสงน้อยหรือมากเกินไป จะทำให้เป็นอันตรายได้” จากข้อความดังกล่าวถ้าแสงสว่างไม่เพียงพอจะเกิดอะไรขึ้น

ก. การอ่านและเขียนหนังสือจะไม่ประสบผลสำเร็จ

ข. การอ่านหรือเขียนหนังสือจะตองเพ่งสายตามาก

ค. การอ่านหรือเขียนหนังสืออาจทำให้ตาบอด

ง. ได้การอ่านหรือเขียนหนังสือจะเกิดอันตราย

22.” สารอาหารในข้าวกล้องจะช่วยให้ร่างกายแข็งแรงและช่วยป้องกันโรคอ้วน ข้าวกล้องมีสารเส้นใยมากกว่าข้าวขาว 8 เท่า ข้าวกล้องจะช่วยดูดซับไขมันและน้ำตาลในอาหารแล้วขับออกมาเป็นกากอาหาร ทำให้ไขมันและน้ำตาลซึมเข้ากระแสเลือดน้อยลง” จากข้อความดังกล่าวเมื่อรับประทานข้าวกล้องแล้วจะเกิดผลอย่างไร

ก. ร่างกายแข็งแรง

ข. สารพิษถูกขับออกจากร่างกายเป็นกากอาหาร

ค. ไขมันและน้ำตาลซึมเข้ากระแสเลือดน้อยลง

ง. สารอาหารทำให้ร่างกายแข็งแรงและช่วยป้องกันโรค

23.” มูลนิธิรณรงค์เพื่อการไม่สูบบุหรี่ได้เปิดเผยการวิจัยของ คิงส์ คอลเลจ กรุงลอนดอน ว่า การสูบบุหรี่ส่งผลเสียต่อความจำ การเรียนรู้ และความสามารถในการวิเคราะห์ของสมอง เนื่องจากสารพิษและสารแปลกปลอมในบร้อยชนิดที่มีในควันบุหรี่จะถูกกระแสเลือดพาไปสัมผัส และทำอันตรายต่อทุกอวัยวะของร่างกาย เช่น ผิวหนังและใบหน้าให้วัย่นจากข้อความข้างต้น สรุปได้ว่าอย่างไร

- ก. ควันของบุหรี่จะถูกกระแสเลือดพาไปทำอันตรายต่อผิวหนังและใบหน้า
- ข. ฟังระวัง การสูบบุหรี่เป็นอันตรายต่อสุขภาพของตนเองและผู้อื่น
- ค. พิษของบุหรี่จะทำให้สมองเสื่อมเร็วและทำลายทุกอวัยวะ
- ง. สารพิษในควันบุหรี่จะทำให้ใบหน้าเหี่ยวย่น

24.” สถาบันโภชนาการ มหาวิทยาลัยมหิดล แถลงผลการสำรวจภาวะโภชนาการของเด็กไทย พบว่าส่วนใหญ่ เข้าข่ายโรคอ้วน และขาดสารอาหาร โดยเฉพาะสารอาหารที่จำเป็นต่อร่างกาย ต่ำกว่ามาตรฐาน โดยเฉพาะธาตุเหล็กแคลเซียม และ วิตามินเอ ซีและดี กว่ร้อยละ 60-70 “ จากข้อมูลข้างต้นสรุปได้อย่างไร

- ก. เด็กไทยไม่ชอบกินอาหารที่มีวิตามิน
- ข. เด็กไทยขาดสารอาหารที่จำเป็นต่อร่างกาย
- ค. นักโภชนาการเตือนผู้ปกครองให้เด็กได้รับสารอาหารที่จำเป็น
- ง. นักโภชนาการพบเด็กไทยอยู่ภาวะเสี่ยงเป็นโรคอ้วนเพิ่มมากขึ้น

25.” นายแพทย์บุญชัย สมบูรณ์สุข เลขาธิการคณะกรรมการอาหารและยาให้ข้อมูลว่า คนไทย ส่วนใหญ่มักใช้ยาพาราเซตามอล เกินกว่าปริมาณที่กำหนด เนื่องจากคิดว่าเป็นยาพื้นฐาน มีความปลอดภัย และเข้าใจว่ารักษาทุกอาการปวด ทั้งๆ ที่พาราเซตามอลมีฤทธิ์แก้ปวด ลดไข้ไม่ควรใช้ติดต่อกันนานนานเพราะจะทำให้เกิดพิษต่อดับ อันจะนำไปสู่ภาวะตับวาย และเสียชีวิตได้ในที่สุด” จากข้อความดังกล่าวหากจะติดฉลากยาควรเขียนข้อความอย่างไร

- ก. ระวังการใช้ยาพาราเซตามอล
- ข. ระวังไม่ควรกินเกินวันละ 2 เม็ด
- ค. ยามีผลทำให้เกิดพิษต่อดับอย่างรุนแรงได้
- ง. ยามีผลทำให้อาการปวดทุเลา แต่ไม่หายขาด

26.” นายแพทย์ ชีระวุฒิ คุหะเปรมะ ผู้อำนวยการสถาบันมะเร็งแห่งชาติเปิดเผยว่า ปัจจุบันสถานการณ์มะเร็งในประเทศไทยมีแนวโน้มโรคเพิ่มขึ้นอย่างต่อเนื่อง โรคมะเร็งลำดับต้นๆ คือ มะเร็งตับ มะเร็งปอดมะเร็งเต้านม ส่วนมะเร็งปากมดลูกมีแนวโน้มลดลง วิธีป้องกันโรคมะเร็ง โดยการลดพฤติกรรมเสี่ยง เช่นการสูบบุหรี่ ดื่มแอลกอฮอล์ การออกกำลังกาย มีโภชนาการที่ดี” จากข้อมูลดังกล่าวสามารถสรุปได้อย่างไร

- ก. หมอชี้โรคมะเร็งป้องกันได้
- ข. หมอชี้มะเร็งมีแนวโน้มเพิ่มขึ้นอย่างต่อเนื่อง
- ค. หมอชี้มะเร็งป้องกันได้หากลดพฤติกรรมเสี่ยง
- ง. หมอชี้มะเร็งเป็นโรคที่ป้องกันได้ยากที่สุด

27.” กระทรวงทรัพยากรและสิ่งแวดล้อมแถลงว่า ชিং ซ่า ใกล้จะสูญพันธุ์ เพราะมีการตัดป่าเผาป่า เพื่อปลูกยางพาราซึ่งประเทศไทยเป็นพื้นที่ที่อุดมสมบูรณ์ที่สุด ของพืช ตระกูลนี้เพื่อชนิดนี้มีคุณค่าในด้านอาหาร การพัฒนาเป็นยารักษาโรค และผลิตภัณฑ์ต่างๆมาก และขณะนี้เกิดปัญหาลดปริมาณลงในป่าธรรมชาติ จากการแปลงสภาพป่าเพื่อปลูกพืชเชิงเดี่ยว โดยเฉพาะการปลูกยางพารา ทำให้ ชিং ซ่า พื้นเมืองหายไ้จำนวนมาก” จากข้อมูลดังกล่าวเพื่อไม่ให้ ชিং ซ่าพื้นเมืองสูญพันธุ์ จะมีการดำเนินการอย่างไรในเบื้องต้น”

- ก. ลดการผลิตยาที่มาจาก ชিং ซ่า
- ข. งดปลูกพืชเชิงเดี่ยวทุกชนิด
- ค. ปลูก ชিং ซ่า ทดแทนส่วนที่สูญพันธุ์
- ง. ลดพื้นที่การปลูกยางพารา

28.” โรคปอดบวมถือว่าเป็นปัญหาสาธารณสุขระดับโลก แต่ละปีมีคนเสียชีวิตจากโรคนี้ถึง 1.6 ล้านคน โรคนี้จะพบมากในเด็กอายุต่ำกว่า 5 ปี และผู้ใหญ่อายุ 50 ปีขึ้นไป เนื่องจาก 2 วัคซีนภูมิคุ้มกันต่ำกว่าวัยหนุ่มสาวและเพื่อลดการเสี่ยงต่อโรคนี้องค์การอนามัยโลกจึงแนะนำให้มีการฉีดวัคซีนเพื่อสร้างภูมิคุ้มกันให้แก่คน 2 วัคซีนี้ และแนวโน้มของสังคมไทยจะมีจำนวนผู้สูงอายุ 60 ปีขึ้นไปเพิ่มขึ้นเป็น 2 เท่า” จากข้อมูลดังกล่าวจะมีวิธีการลดการเกิดโรคปอดบวมได้อย่างไร

- ก. ฉีดวัคซีนเพื่อสร้างภูมิคุ้มกัน
- ข. ส่งเสริมให้คน 2 วัคซีนี้ออกกำลังกาย
- ค. ทำลายเชื้อแบคทีเรียที่เป็นสาเหตุของการเกิดโรค
- ง. แยกผู้ป่วยออกจากคนที่ยังไม่ได้รับเชื้อทันทีเพื่อสกัดการแพร่เชื้อ

29.” เมื่อวันที่ 7 ธันวาคม 2555 ผู้สื่อข่าวจากศูนย์ข่าวประจำจังหวัดเชียงใหม่ กล่าวถึงกรณี นักศึกษาปริญญาโทวัย 23 ปี ติดเชื้อสเตรปโตคอคคัส ในกระแสเลือดก่อนลุกลามขึ้นสมองและ จบชีวิต ก่อนเกิดเหตุผู้ตายได้รับประทานหมูกระทะ และการตรวจสอบพบเชื้อสเตรปโตคอคคัส ในร่างกายของผู้ป่วย” จากข้อความดังกล่าวชี้ให้เห็นประเด็นสำคัญในเรื่องใด

ก. นักศึกษาตายเพราะกินหมูกระทะ

ข. อันตรายจากการกินหมูกระทะ

ค. ยังสรุปไม่ได้ว่าการตายของนักศึกษาเกิดจากการกินหมูกระทะหรือไม่ อาจรับเชื้อสเตรปโตคอคคัสจากที่อื่น

ง. หมูกระทะที่จังหวัดเชียงใหม่ไม่สะอาดไม่ควรรับประทาน เพราะจะทำให้เกิดอันตรายถึงแก่ ความตายได้

30. “พ่อและแม่ของวันชัยซึ่งเป็นเพื่อนของนักเรียนแยกทางกัน วันชัยอยู่กับพ่อ ต่อมาพ่อของ วันชัยถูกจับและติดคุกคดียาเสพติด ทำให้วันชัยต้องกระเสือกกระสนหาเลี้ยงตัวเองตามลำพัง ทำให้วันชัยขาดเรียนบ่อย หรือหากวันไหนมากก็มาสาย ทำให้วันชัยมีปมด้อยไม่กล้าสู้หน้า เพื่อนๆ ผลการเรียนก็แย่งลง เอซึ่งเป็นเพื่อนอีกคนในห้องของนักเรียนบอกเพื่อนว่า อย่าคบหา กับวันชัย เพราะพ่อเป็นคนขี้คุก และอีกไม่นานก็คงเป็นเหมือนพ่อ” จากข้อความดังกล่าว นักเรียนมีความเห็นอย่างไรกับพฤติกรรมของวันชัย

ก. เห็นด้วยกับความคิดเห็นของเอ ลูกไม่ยอมหลนไม่ไกลต้น

ข. เห็นด้วยกับความคิดเห็นของเอ เพราะการขาดเรียนบ่อยหรือมาสายคือพฤติกรรมของคนติดยา

ค. ไม่เห็นด้วย เพราะการขาดเรียนหรือมาสาย อาจมีความจำเป็นอย่างใดอย่างหนึ่ง เพราะวัน ชัยอยู่คนเดียว

ง. เห็นด้วยกับเอ และพยายามหลีกเลี่ยง ไม่คบหากับวันชัย เพราะเกรงว่าจะติดร่างแหไปด้วย

องค์ประกอบด้านที่ 4 : ความสามารถในการนิรภัย

31.” ภาวะโลกร้อนมีผลต่อ ความอยู่รอดของสิ่งมีชีวิต เนื่องจากอุณหภูมิสูงขึ้นทำให้ฤดูกาลต่างๆเปลี่ยนไป ถ้าสิ่งมีชีวิตไม่สามารถปรับตัวเข้ากับสภาพแวดล้อมได้ก็จะค่อยๆตายลง เมื่ออุณหภูมิสูงขึ้นอาจทำให้บางพื้นที่เป็นทะเลทราย ประชาชนขาดแคลนอาหาร และเครื่องดื่ม แต่บางพื้นที่ประสบปัญหาน้ำท่วมหนัก เนื่องจากฝนตกหนักขึ้นเกษตรกรได้รับผลกระทบก่อให้เกิดความเสียหาย ดังนั้นทุกคนควรปลูก และอนุรักษ์ต้นไม้ และเกษตรกรไม่เผาขยะหรือตอซังพืช เช่น ข้าว ข้าวโพดและ อ้อย” จากข้อความดังกล่าวจะมีวิธีการที่จะช่วยลดภาวะโลกร้อนอย่างไร

ก. ปลูกป่า

ข. ใช้ปุ๋ยอินทรีย์

ค. ประหยัดพลังงานไฟฟ้า

ง. ปลูกและอนุรักษ์ต้นไม้ไม่เผาขยะหรือตอซังพืช

32.” การวางแผนครอบครัวที่ดีสำหรับคู่รักก่อนแต่งงาน และคู่สามีภรรยาที่ต้องการมีลูกคือการไปรับคำปรึกษาจากแพทย์ โดยแพทย์จะซักถามประวัติสุขภาพ ตรวจสอบสุขภาพร่างกาย แนะนำวิธีปฏิบัติตนในการอยู่ร่วมกัน และการเตรียมความพร้อมในการมีลูก” จากข้อความดังกล่าวนักเรียนคิดว่า ถ้าคู่รักก่อนแต่งงานไปพบแพทย์จะได้ข้อมูลอะไรบ้าง

ก. ได้รับความรู้ เกี่ยวกับการวางแผนครอบครัว และวิธีการปฏิบัติตัวที่ถูกต้อง

ข. ได้รับความรู้ในการวางแผนครอบครัวและการสร้างครอบครัวมีความสุข

ค. ได้รับความรู้การวางแผนครอบครัวทราบประวัติสุขภาพ และความพร้อมในการอยู่ร่วมกัน

ง. ได้รับความรู้ ความเข้าใจถึงปัญหาชีวิต การวางแผนครอบครัว และวิธีการแก้ปัญหาในครอบครัว

33.” หมอลำขอข้าว เป็นมหรสพที่อยู่ในสังคมเกษตรกรรมในวิถีคนอีสาน โดยมากจะแสดงในช่วงเว้นจากการทำนาจากสภาพของวิถีทางสังคมที่เปลี่ยนแปลง ฝนไม่ตกตามฤดูกาล น้ำท่วมบ้าง รวมทั้งภาวะหนี้สินล้นพ้นตัว หมอลำจึงปรับตัวสู่กับวิกฤติกลายเป็นหมอลำขอข้าว เพื่อแลกกับข้าวปลาอาหารแห่งมาประทังชีวิต โดยอาศัยภูมิรัฐวิถีฤๅติอาศัยความเชื่อเพื่อเพื่อแผ้วของคนอีสาน ทำให้หมอลำขอข้าวได้”จากข้อความดังกล่าวข้อใดสรุปได้ใจความที่สุด

ก. หมอลำขอข้าวมีเฉพาะในภาคอีสาน

ข. เพราะความแห้งแล้งจึงเกิดหมอลำขอข้าว

ค. หมอลำขอข้าวเป็นเอกลักษณ์ของภาคอีสาน

ง. วนิพกแห่งที่ราบสูง หมอลำ แลกข้าว ปรากฏการณ์เล็กใน วิถีชาวนาส

34.” ปัญหายาเสพติดเป็นเสมือนแผลเก่าที่กัดกินประเทศไทยอยู่ตลอดเวลาไม่ว่าภาครัฐจะดำเนินการโครงการใดใดเพื่อปราบปรามหยุดยั้งยาเสพติดก็ไม่หมดสิ้นซึ่งสถิติการจับกุมมากกว่า 369,841 คดี ยึดทรัพย์สินมูลค่า 1,663 ล้านบาทนี่คือตัวเลขที่ท้าทายที่จะต้องจับกุมให้ได้มากที่สุด และลดจำนวนผู้เสพให้เหลือน้อยที่สุด” จากข้อความดังกล่าวข้อใดสรุปได้ใจความ กระชับที่สุด

ก. ยาเสพติดเป็นสิ่งท้าทาย

ข. ยาเสพติดกำลังทำลายประเทศไทย

ค. ยาเสพติดปราบอย่างไรจึงจะหมดสิ้น

ง. ยาเสพติด มหันตภัยร้าย ปราบปรามต้องเฝ้าขาด

35.” ภาวะประชากรโลกมีแนวโน้มเพิ่มขึ้นอย่างต่อเนื่องปี.ศ. 2020 คาดว่าจะมีประชากรทั่วโลกประมาณ 7,600คนซึ่งปี.ศ. 2011 มีอยู่เพียง 7,000 คนโดยทั่วไปเอเชียยังคงเป็นทวีปที่มีสัดส่วนประชากรมากที่สุด สำหรับประเทศไทยประชากรจะยังคงมีแนวโน้มเพิ่มขึ้นอย่างต่อเนื่อง คาดว่าปี.ศ. 2050 ประชากรไทยจะมีประมาณ 71 ล้านคนนอกจากนี้อายุเฉลี่ยของคนจะเพิ่มขึ้น และก้าวเข้าสู่ผู้สูงอายุ ภายหลังจากอัตราการตายลดลงอย่างต่อเนื่อง เป็นผลจากความเจริญก้าวหน้าทางการแพทย์ ประชากรวัยสูงอายุจะกลายเป็นกลุ่มใหญ่ในสังคมมากกว่าวัยเด็ก โดยประชากรชายจะมีอายุขัยเฉลี่ย 73.3 ปีต่ำกว่าประชากรเพศหญิงซึ่งมีอายุขัย 77.9 ปี” จากข้อความดังกล่าวข้างต้นเหตุใดเพศหญิงจึงมีอายุขัยเฉลี่ยสูงกว่าชาย

ก. เพศหญิงชอบออกกำลังกาย และกินอาหารมีประโยชน์

ข. เพศชายทำงานหนักการพักผ่อนจึงน้อยกว่าเพศหญิง

- ค. เพศชายมีตัวเร่งที่ทำให้อายุสั้นกว่าเพศหญิง เช่นการดื่มสุรา การสูบบุหรี่
- ง. เพศชายไม่นิยมตรวจสุขภาพประจำปีเมื่อเจ็บป่วยเล็กน้อยไม่นิยมไปหาหมอ

36. จากข้อความในข้อ 35 เหตุผลใดที่ทำให้อัตราเพิ่มประชากรสูงขึ้น

- ก. คนนิยมแต่งงานตั้งแต่อายุยังน้อย
- ข. อัตราการตายลดลงอย่างต่อเนื่อง
- ค. ความต้องการแรงงานจำนวนมาก
- ง. เพราะการแพทย์เจริญขึ้นส่งผลให้อัตราการตายลดลง

จุดที่	1	2	3	4	5	6	7	8
1		12	12	15	15	18	18	20
2	12		12	12	15	15	18	18
3	12	12		12	12	15	15	18
4	15	12	12		12	12	15	
5	15	15	12	12				
6	18	15	15	12				
7	18	18	15	15				

ป้ายแสดงอัตราค่าโดยสารรถไฟเส้นทางหนึ่งที่มีบางส่วนขาดหายไป ดังภาพ ใช้ตอบคำถาม จากข้อ 37

37. จากแผนภาพค่าโดยสารจากจุดใดไปจุดใดที่มีค่าโดยสารเท่ากัน

- ก. จุดที่ 2 และจุดที่ 3 ไปจุดที่ 4
- ข. จุดที่ 5 ไปจุดที่ 6
- ค. จุดที่ 7 ไปจุดที่ 5
- ง. จุดที่ 4 ไปจุดที่ 7

เที่ยวที่	ต้นทาง	เวลาออก	ปลายทาง	เวลารถถึง
1	กรุงเทพฯ	06.00	หนองคาย	16.30
2	กรุงเทพฯ	07.30	สุรินทร์	13.30
3	กรุงเทพฯ	08.20	มหาสารคาม	16.30
4	กรุงเทพฯ	13.40	นครราชสีมา	17.40

ตารางการเดินทางโดยสารจากกรุงเทพฯ (ใช้ตอบคำถามข้อ 38)

38. รถโดยสารเที่ยวใดที่ใช้เวลาเดินทางน้อยเป็นอันดับ 2

- ก. เที่ยวที่ 1
- ข. เที่ยวที่ 2
- ค. เที่ยวที่ 3
- ง. เที่ยวที่ 4

39." ผลการศึกษาเรื่องอาหารกับวิถีชีวิตของชายและหญิงชาวยุโรปที่มีอายุระหว่าง 70 - 90 ปี จำนวน 2,339 คนพบว่า มีปัจจัยสำคัญ 4 ประการที่จะช่วยให้สุขภาพดี และอายุยืน ได้แก่ การรับประทานผักผลไม้ และถั่วในปริมาณมาก การรับประทานเนื้อสัตว์ในปริมาณน้อย ดื่มแอลกอฮอล์แต่พอควร และหลีกเลี่ยงการสูบบุหรี่ และออกกำลังกายเป็นประจำ และสิ่งเหล่านี้ต้องมีกรบริโภคอาหาร และมีวิถีชีวิตที่ดีมาตั้งแต่อายุน้อย" จากบทความดังกล่าวหากเราอยากมีอายุยืนต้องปฏิบัติตนอย่างไร

- ก. รับประทานอาหารหลัก 5 หมู่ ออกกำลังกาย และไม่สูบบุหรี่ เลี่ยงการดื่มแอลกอฮอล์
- ข. ไม่ดื่มแอลกอฮอล์ ไม่สูบบุหรี่ ไม่รับประทานเนื้อสัตว์พักผ่อนให้เพียงพอ
- ค. รับประทานอาหารพอเหมาะ เพื่อไม่ให้น้ำหนักเพิ่ม ป้องกันการเกิดโรคมะเร็ง
- ง. รับประทานอาหารให้ครบ 5 หมู่

40." คอมพิวเตอร์เป็นเทคโนโลยีที่มีคุณภาพสูง สามารถสืบค้นข้อมูลได้หลากหลาย แต่เด็กบางคนได้ท่องโลกอินเทอร์เน็ตไปกับสิ่งที่ไม่เหมาะสม เช่น เล่นเกม ดูภาพโป๊ หรือเข้าห้องสนทนาพูดคุยเรื่องไร้สาระ" จากข้อความข้างต้นถ้านักเรียนสนใจสืบค้นข้อมูลความรู้จากอินเทอร์เน็ตจะเกิดผลอย่างไร

- ก. สร้างองค์ความรู้ใหม่ได้มากขึ้น
- ข. สนุกกับการเรียนรู้ทางอินเทอร์เน็ต

ค. มีนิสัยรักการอ่านเรียนรู้เรื่องต่าง ๆ จากอินเทอร์เน็ต

ง. มีทักษะการใช้คอมพิวเตอร์ ท่องโลกอินเทอร์เน็ต ได้รับความรู้มากยิ่งขึ้น

องค์ประกอบด้านที่ 5: ความสามารถในการระบุข้อตกลงเบื้องต้น

41. “ภาควิชาจุฬาลงกรณ์มหาวิทยาลัยแพทยศาสตร์ มหาวิทยาลัยมหิดลให้ข้อมูลว่า การไหว้พระในช่วงเทศกาลจะมีประชาชนจุดธูปไหว้พระกันมาก ทำให้ควันธูป หรือเศษธูป สัมผัสกับดวงตามากขึ้น ก่อให้เกิดอาการระคายเคืองตา แสบตา หรือคันตาได้ เนื่องจากการเผาไหม้ของธูป จะทำให้เกิดก๊าซพิษเช่นก๊าซคาร์บอนไดออกไซด์ คาร์บอนมอนอกไซด์ เป็นต้น ซึ่งจะทำให้ระคายเคืองตา และเมื่อผสมกับน้ำตาจะเปลี่ยนสภาพกลายเป็นกรดทำให้แสบตาธูปมีส่วนประกอบหลายอย่าง เช่น น้ำหอมสมุนไพร หรือสารให้กลิ่น ก่อให้เกิดก๊าซที่เป็นอันตราย การเผาไหม้ของธูป จะทำให้อากาศไม่เพียงพอ เกิดอาการตาแห้งโดยเฉพาะผู้ที่ใส่คอนแทคเลนส์เพราะคอนแทคเลนส์จะกักน้ำตา เมื่อเจอธูปก็จะระคายเคืองตา เราจึงควรป้องกันโดยพยายามอย่าโดนควันธูป อยู่ในที่อากาศถ่ายเท ควันธูปยังสามารถทำให้เกิดการระคายเคืองปอด และเกิดอาการหอบหืดด้วย” จากข้อความดังกล่าวควรเขียนเตือนด้วยข้อความใด

ก. ระวัง คนที่ใส่คอนแทคเลนส์อาจตาแห้ง

ข. ระวัง ใส่คอนแทคเลนส์อาจตาบอด

ค. ระวัง สารพิษจากควันธูป

ง. ระวัง ควันธูปอาจทำให้ตาบอด

42. จากข้อความในข้อ 41 อาการของโรคในข้อใดไม่สามารถเกิดขึ้นได้เลย

ก. แสบตาและตาอักเสบ

ข. โรคเกี่ยวกับทางเดินหายใจ

ค. อาการระคายเคืองที่ปอด

ง. อาการเกี่ยวกับโรคหัวใจ

43. “การเก็บมะนาวให้สดได้นานๆ เท่าที่ได้ฟังมาวิธีการเก็บหลายวิธี เป็นต้นว่า ผังทรายโดยนำทรายมาใส่ตะกร้าแล้วใช้กระบะมะนาวผังลงไป ในทรายพร้อมหมั่นรดน้ำให้ทรายเปียกมะนาวจะได้อายุ และเก็บได้นานถึง 1 เดือน หรือเอาเข้าตู้เย็นโดยล้างมะนาวให้สะอาด ผึ่งไว้ให้แห้งแล้วห่อด้วยกระดาษหนังสือพิมพ์เป็นลูกๆ ใส่ลงในถุงพลาสติกมัดปากถุงให้สนิท เก็บในช่องแช่แข็ง เก็บได้สดนาน 3 เดือนโดยมะนาวไม่เน่า หรือการใช้น้ำมันพืชเคลือบผิวมะนาวไว้

บางๆ ผึ่งให้พอแห้ง ใส่ลงในถุงมัดปากถุงให้สนิทเก็บในตู้เย็นช่องแช่ผักวิธีนี้ใช้ในกรณีที่ไม้ได้ตั้งเก็บไว้นาน และวิธีสุดท้าย คือการคั้นน้ำมะนาวบรรจุภาชนะที่สะอาดและมีฝาปิดมิดชิดแล้ว นำเข้าสู่ตู้เย็นแช่แข็งวิธีนี้กลิ่นหอมของมะนาวจะหายไป” จากข้อความดังกล่าวการเก็บมะนาวให้ได้คุณภาพที่ดีที่สุดนานที่สุด รสชาติไม่เปลี่ยนแปลงเก็บตามข้อใด

ก. เก็บแบบผึ่งทราย

ข. เก็บแบบห่อกระดาษเข้าสู่ตู้เย็น

ค. เก็บแบบใช้น้ำมันพืชเคลือบผิวมะนาว แช่ตู้เย็น

ง. เก็บแบบคั้นน้ำมะนาวบรรจุในภาชนะสะอาดและเก็บมิดชิดแช่แข็งไว้

44. จากข้อมูลในข้อ 43 วิธีเก็บมะนาวที่ประหยัดพลังงานที่สุดได้แก่วิธีใด

ก. เก็บแบบผึ่งทราย

ข. เก็บแบบห่อกระดาษเข้าสู่ตู้เย็น

ค. เก็บแบบใช้น้ำมันพืชเคลือบผิวมะนาว แช่ตู้เย็น

ง. เก็บแบบคั้นน้ำมะนาวบรรจุในภาชนะสะอาดและเก็บมิดชิดแช่แข็งไว้

45.” วัยรุ่นเป็นวัยของความเปลี่ยนแปลง ความไม่มั่นคงทางด้านจิตใจของวัยรุ่นมีตัวแปลหลายตัวที่สำคัญคือความรู้สึกที่มีคุณค่าในตัวเอง ครอบครัวส่วนหนึ่งวัดคุณค่าของเด็กอยู่ที่การเรียน ปัญหาของวัยรุ่นจึงมีสองอย่างคือปัญหาภายในครอบครัวและปัญหาการเรียน หากเด็กรู้สึกว่าตัวเองไม่มีค่าจะทำให้เกิดผลอื่น ๆตามมามากมาย เช่น ขาดเป้าหมายในชีวิต ถูกเพื่อนชักจูงในทางที่ผิด เป็นต้น จากข้อความข้างต้นสมมุติฐานที่เป็นไปได้มากที่สุดคือข้อใด

ก. วัยรุ่นจิตใจอ่อนไหวง่าย

ข. วัยรุ่นเป็นวัยที่ต้องการความรัก

ค. การเรียนเป็นเรื่องสำคัญที่สุดของวัยรุ่น

ง. วัยรุ่นเป็นวัยที่ต้องการเรียกร้องความสนใจ

46. “สังคมไทยมีประเพณี ศิลปะ และวัฒนธรรมเป็นเอกลักษณ์ของความเป็นไทย แต่ปัจจุบันนี้เด็กรุ่นใหม่ชอบที่จะทำตามแบบตะวันตก” จากข้อความดังกล่าว คนรุ่นใหม่ชอบทำตามแบบตะวันตกน่าจะมาจากสาเหตุใด

ก. สังคม วัฒนธรรมไทยกำลังถูกกลืน

ข. สังคม วัฒนธรรมไทยล้าหลังตะวันตก

- ค. ขาดการอนุรักษ์เอกลักษณ์ของความเป็นไทย
- ง. สังคมไทยมีความหลากหลายทางวัฒนธรรม

47.” กาแฟที่คนนิยมดื่ม มีสารเคมีที่ชื่อว่าคาเฟอีน ซึ่งมีคุณสมบัติกระตุ้นทางด้านจิตใจ ทางประสาท และทางกายทำให้เกิดความกระปรี้กระเปร่า ไม่ซึมไม่ง่วงนอน แต่เป็นสภาพชั่วคราว บางคนดื่มกาแฟแล้วนอนไม่หลับ คาเฟอีนช่วยขยายหลอดเลือดเล็กน้อย ทำให้เลือดไหลเข้าสู่หัวใจและสมองได้ดีขึ้น บางคนไม่ถูกกับกาแฟ ดื่มกาแฟแล้วเกิดอาการปวดศีรษะ และระบบการย่อยอาหารไม่ดี” จากข้อความข้างต้นท่านจะใช้ข้อมูลในข้อใดประกอบการเลือกดื่มหรือไม่ดื่มกาแฟ

- ก. คุณและโทษของคาเฟอีน
- ข. สภาพร่างกายและจิตใจของคนดื่มกาแฟ
- ค. ความสำคัญของการดื่มกาแฟ ผลของการดื่มกาแฟ
- ง. คุณสมบัติของคาเฟอีน คุณและโทษของการดื่มกาแฟ

48. จากข้อ 47 ข้อใดที่จะทำให้ข้อความข้างต้นเป็นที่ยอมรับ

- ก. การดื่มกาแฟควรดื่มให้พอเหมาะ เพราะมีทั้งคุณและโทษ
- ข. การดื่มกาแฟทำให้ร่างกายกระปรี้กระเปร่า ตลอดเวลา
- ค. คาเฟอีนในกาแฟทำให้เกิดอันตรายแก่ร่างกาย
- ง. ควรดื่มกาแฟที่มี อย.รับรองมาตรฐาน

49.” โบตัน เป็นดอกไม้ประจำชาติของจีนพื้นแผ่นดินใหญ่ มาตั้งแต่สมัยราชวงศ์ซิงแล้ว ส่วนจีนไต้หวันถือดอกไม้เป็นดอกไม้ประจำชาติ โบตันเป็นพืชล้มลุก มีถิ่นกำเนิดในหลายประเทศแถบเอเชีย เช่น ญี่ปุ่นเกาหลี และ ในแถบยุโรป เช่นรัสเซีย เป็นต้น โบตันเป็นพืชสมุนไพรสมัยราชวงศ์ฉิน โดยใช้ส่วนราก หรือส่วนหัวซึ่งมีขนาดใหญ่มาก ประโยชน์สำหรับรักษาโรคเลือด หรือโรคโลหิตจาง” จากข้อมูลดังกล่าวประเทศที่ดอกไม้โบตันเจริญเติบโตได้ดีอยู่ในเขตภูมิอากาศแบบใด

- ก. เขตอากาศร้อน
- ข. เขตอากาศหนาว
- ค. เขตอากาศหนาวแบบขั้วโลก
- ง. เขตอากาศร้อนแบบทะเลทราย

50. จากข้อ 49 หากนำดอกโบทันเข้ามาปลูกในเมืองไทยน่าจะปลูกได้ดีบริเวณจังหวัดใด

- ก. จังหวัดเชียงราย
- ข. จังหวัดร้อยเอ็ด
- ค. จังหวัดภูเก็ต
- ง. จังหวัดจันทบุรี

51.” ไม้พะยุงถือเป็นไม้มงคลที่ควรปลูกในบ้าน เพราะเชื่อว่าจะทำให้บุคคลในบ้านมีแต่ความเจริญ ชีวิตไม่ตกต่ำ ไม้พะยุงเป็นไม้เนื้อแข็งตระกูลเดียวกับไม้แดง และไม้ประดู่ เป็นไม้ยืนต้นสูงประมาณ 15-25 เมตร เปลือกสีเทาเรียบ ขึ้นตามป่าดิบแล้งและป่าเบญจพรรณทั่วไป โดยเฉพาะ ภาคตะวันออกเฉียงเหนือ ประเทศจีนเป็นชาติที่มีความต้องการไม้พะยุงมาก เพื่อนำไปซ่อมแซมพระราชวังต้องห้ามในช่วงการแข่งขันกีฬาโอลิมปิกตั้งแต่พ.ศ. 2551 ไม้พะยุงเป็นไม้ที่มีราคาแพงมากที่สุดในโลกลูกบาศก์เมตรละ 2.5 – 3 แสนบาท หรือถ้าเป็นขนาด 1 คนโอบราคา ราคาตั้งแต่ 3 แสนบาทขึ้นไป” จากข้อความข้างต้น ประเด็นสำคัญของบทความนี้คืออะไร

- ก. ไม้พะยุงเป็นไม้มงคล พบมากที่สุดในภาคตะวันออกเฉียงเหนือ
- ข. ไม้พะยุงจะใช้มากที่สุดในช่วงการแข่งขันกีฬาโอลิมปิกเท่านั้น
- ค. การซ่อมแซมพระราชวังต้องห้ามเป็นสาเหตุทำให้ไม้พะยุงมีราคาแพง
- ง. ไม้ประดู่ ไม้แดง เป็นไม้เนื้อแข็ง สามารถใช้แทนไม้พะยุงได้

52. จากบทความในข้อ 51 มีแนวโน้มจะเกิดปัญหาขึ้นตามข้อใด

- ก. การลักลอบตัดไม้พะยุงในจีนจะสูงขึ้น
- ข. ไม้แดงและไม้ประดู่จะเป็นไม้มงคลแทนไม้พะยุง
- ค. ไม้พะยุงจะหายากและจะใช้ไม้ชนิดอื่นทดแทน
- ง. การลักลอบตัดไม้พะยุงเพื่อส่งจำหน่ายให้ต่างชาติจนกลายเป็นแก๊งค์พะยุง

APPENDIX H Answer Key of Critical Thinking Ability Assessment Test

เฉลยข้อสอบแบบวัดการคิดอย่างมีวิจารณญาณ

ข้อ	เฉลย	ข้อ	เฉลย	ข้อ	เฉลย
1	ก	19	ก	37	ก
2	ค	20	ง	38	ข
3	ง	21	ข	39	ก
4	ค	22	ง	40	ง
5	ง	23	ค	41	ง
6	ค	24	ง	42	ง
7	ข	25	ค	43	ข
8	ค	26	ค	44	ก
9	ง	27	ง	45	ก
10	ค	28	ก	46	ค
11	ง	29	ค	47	ง
12	ก	30	ค	48	ก
13	ข	31	ง	49	ข
14	ก	32	ค	50	ก
15	ง	33	ง	51	ก
16	ค	34	ง	52	ง
17	ก	35	ค		
18	ง	36	ง		

APPENDIX I List of Experts

1. Assistant Professor Dr. Atikhom Thienthong: Philosophy of Doctor in English, Language Studies School of Foreign Languages, Ubon Ratchathani University
2. Dr. Rungsan Lakhajja: Philosophy of Doctor in English, Division of Foreign Languages, Faculty of Humanities and Social Sciences, Nakhonsawan Rajabhat University
3. Dr. Banjong Chairinkom: Philosophy of Doctor in English in curriculum and teaching in English, School of Liberal Arts, University of Phayao



APPENDIX J Oral proficiency scoring categories (Brown, 2001, pp. 406–407)

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesies requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social and professional topics.

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

Scoring Rubric

Each of the seven criteria will be evaluated on a scale from 1 to 5, with 1 being "Poor" and 5 being "Excellent". Detailed descriptions of performance at each level are necessary for accurate and consistent scoring (Popham, 2011).

The "Content and Organization" criterion:

- 1 – Poor: The student's speech lacks a clear structure and organization. Ideas are expressed in a confusing manner and lack coherence.
- 2 – Fair: The student's speech shows basic organization, but ideas may be difficult to follow at times. Transitions between ideas are not always clear.
- 3 – Good: The student's speech is generally well-organized and ideas are logically expressed. Transitions may be used but are not always effective.
- 4 – Very Good: The student's speech is well-organized, with clear transitions between ideas. The message is easy to follow.
- 5 – Excellent: The student's speech is exceptionally well-organized and ideas are expressed logically and coherently. Transitions are used effectively to connect ideas.

Interpreting Scores

To interpret scores, add up the scores for each criterion to get a total score. The maximum possible score is 30 (5 points for each of the 6 criteria). Higher scores indicate better speaking performance. The total score can be divided into ranges to categorize overall performance:

- 26–30: Excellent
- 21–25: Very Good
- 16–20: Good
- 11–15: Fair
- 10 and below: Poor

BIOGRAPHY

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PUBLICATION	Narueprempree, N., Tachom, K. ., & Rakpa, S. . (2023). Dilemmas in the Classroom: A Study on the Efficacy of Scenario-Based Learning in Critical Thinking Enhancement. Journal of MCU Humanities Review, 9(2), 263–283. Narueprempree, N., Tachom, K., & Rakpa, S. (2023). Using Dilemma Scenarios in English Education to Enhance Undergraduate Students' Speaking Skills and Perceptions. Journal of English Language and Linguistics, 4(2), 47–61.

