

THE EFFECTS OF USING LITERATURE CIRCLE ACTIVITIES ON ENGLISH-  
SPEAKING SKILLS AND CRITICAL THINKING SKILLS OF EFL LEARNERS



A Thesis Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Master of Arts Degree in English  
September 2023

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Thesis

Title

The effects of using literature circle activities on English-speaking skills and critical thinking skills of EFL learners

Submitted by WATIDPAN MATMOOL

Approved in partial fulfillment of the requirements for the  
Master of Arts Degree in English  
University of Phayao

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**Title:** THE EFFECTS OF USING LITERATURE CIRCLE ACTIVITIES ON ENGLISH–SPEAKING SKILLS AND CRITICAL THINKING SKILLS OF EFL LEARNERS

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#### ABSTRACT

This study aims to investigate the effect of using the literature circle activities on EFL learners' CEFR B2 English–speaking skills and the development of critical thinking skills. The study design employed a single–group repeated–measure approach, which included three repeated experimental tests, as well as pretest and posttest data for both quantitative and qualitative analysis. The independent variable in this study was the literature circle activities based on Reader Response theory, while the dependent variables were the English–speaking skills and critical thinking ability of the participants. To assess the participants' English–speaking skills, descriptive statistics were employed, and the data were collected using CEFR B2 English–speaking skill tests. Critical thinking ability was evaluated through content analysis of the participants' responses. The research instruments utilized in this study included literature circle activities lesson plans, the CEFR B2 English–speaking skill test, the critical thinking skill test, and interviews conducted with the participants. A total of 9 upper secondary EFL students were selected for the study using purposive sampling and classified into three groups based on their English proficiency levels: low, medium, and high.

The findings revealed that the students demonstrated improvement in their English–speaking abilities, reaching the CEFR B2 level as evidenced by the pretest and post–test results. Furthermore, their English–speaking skills exhibited progressive enhancement during the three–unit tests that followed their engagement in the literature circle activities. Moreover, the results from the critical thinking skill test indicated that the students had developed critical thinking skills after participating in the literature circle activities. Content analysis of their writing responses demonstrated a gradual increase in their ability to reason and think critically following their involvement in the literature circle activities.



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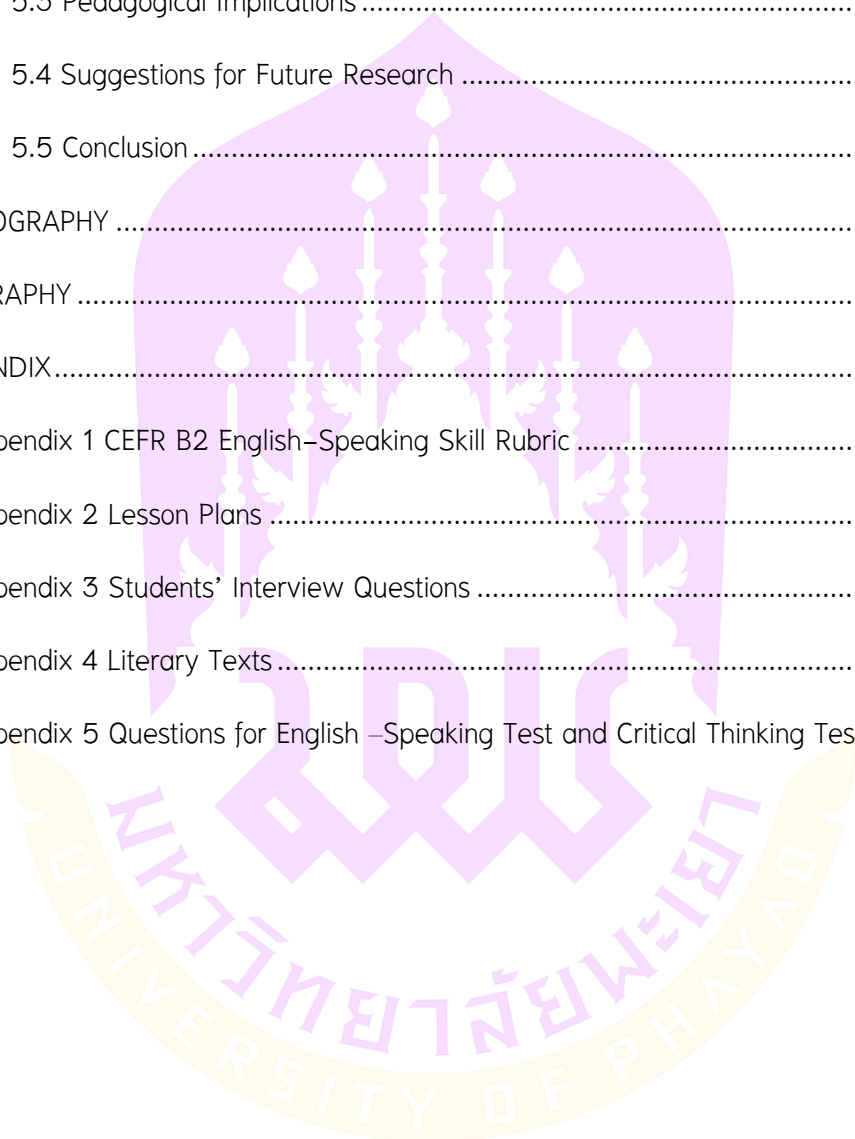
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## CHAPTER I

### INTRODUCTION

Nowadays, learning English as a Foreign Language (EFL) serves multiple purposes such as education, research, and career advancement. The importance of English proficiency lies in its ability to broaden people's horizons, overcome barriers, and facilitate the exchange of information. In today's globalized world, English has become a universal language and a crucial tool for effective communication, particularly for EFL learners. The need to learn and succeed in English skills is evident (Choi, 2008; Kongsontana, 2014; Maskhao, 2002; Nampaktai and Suksiripakonchai, 2018).

English proficiency tests like TOEIC, TOEFL, or IELTS are often required not only by national and ASEAN organizations but also by global entities. EFL individuals with higher test scores or English proficiency are considered preferred candidates for employment. Higher scores on English proficiency tests enhance employment opportunities (Choi, 2008). Within the ASEAN region, where the free flow of workers, goods, services, and investments is encouraged, English has become the common language for communication. The ASEAN agreement on the movement of skilled labor (Mutual Recognition Agreement or MRA) aims to promote equality and quality among citizens in the ASEAN community. This agreement benefits various sectors, such as tourism, hotel management, surveying, and accounting, by ensuring a qualified workforce (Office of the Thailand Education Council, 2017). The influence of the global economy has made employment one of the primary motivations for learning English. Since the early 2000s, EFL learners have focused on using English for work purposes, such as in the tourism, hospitality, and aviation industries. These factors have significantly influenced English education among ASEAN citizens, including Thailand

(Kaowiwattanakul, 2008; Songchat, 2016; Wiriyachitra, 2001; Worawong, Charttrakul and Damnet, 2019)

According to Education First (2020) report or EF EPI (Education First English proficiency index), the report investigated how and where English proficiency is developing around the world. The EF English Proficiency Index 2020 has been presented the analysis from the results of 2.2 million adults from around the world taking the EF English tests in 2019. The tests covered all skills in English proficiency. Evidently, from all tested 100 countries, Thailand is in the 89th with 419 scores defined as a very low proficiency country. Moreover, when comparing with ASEAN countries, Thailand's score is lower than Vietnam (65th with 473 scores), Indonesia (74th with 453 scores), and Cambodia (84th with 435 scores) respectively. Although Myanmar is in 93rd with 411 scores lower than Thailand, Myanmar's score had not quite diverse remarkably.

When considering all 24 countries in Asia, Thailand is in the 20th with very low English proficiency also. While Singapore is the 1st of Asia EF EPI ranking described as having very high English proficiency (611 scores) followed by the Philippines with high proficiency (562 scores) and Malaysia with moderate proficiency (547 scores) respectively (Education First, 2020). Similarly, the Office of the Education Council, Thailand (2017) result showed that although Thai students have been learning English as basic English since elementary school, they still need to improve their English skills in higher education affecting their job opportunities. The report shows that Thai students need to develop their English skills to a great extent for their future careers and the EF EPI needs to be promoted as equal as other countries.

Moreover, when considering each skill, it is found that one of the most difficult English skills of Thais people is English-speaking skill. English-speaking skill has been disputing in Thai students for a long time which is one of the most challenging and tough skills for them (Songchat, 2016; Wiriyachitra, 2001; Worawong, Charttrakul and Damnet,

2019). For example, although studying in a classroom, some Thai students cannot communicate basically with teachers and friends (Kaowiwattanakul, 2008; Songchat, 2016; Wiriyaichitra, 2001; Worawong, Charttrakul and Damnet, 2019). Additionally, as Panyajirawut (2009) explained the general factors of the English-speaking skill problems are from various aspects for instance teaching activity, individuality, or student background ability factors. It can be concluded that English-speaking skill problems of Thai learners related to various aspects such as low level of vocabulary source, lack of confidence, ineffective pronunciation, weak grammatical formations, deficient listening skills, teacher-centeredness, teaching activity, or lacking the chance to practice English communication (Kongsontana, 2014; Maskhao, 2002; Nampaktai and Suksiripakonchai, 2018). English-speaking skills of Thai students remain in Thai education, and it needs to be improved completely.

Consequently, the Office of the Basic Education Commission of Thailand has been concerned about the problems and determined to exploit the Common European Framework of Reference for Languages Learning, Teaching, and Assessment or CEFR (2001) in Thailand's education strategy (2019) to promote Thais learners' English skills. CEFR (2001) is explained as "CEFR describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively and also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis" (Europe, 2001). The framework defines levels of proficiency that allow learners' development to be evaluated at each stage of learning and on a life-long basis including 3 board levels: Basic user (A1, A2), Independent user (B1, B2), and Proficient user (C1, C2).

Therefore, in this study, CEFR B2 (2001) has been used and applied mainly for English-speaking skill development in 3 principal aspects including content selection, English-speaking instruction, and English-speaking rubrics. Considered as the Intensive English Program (IEP), the Demonstration school's strategies –a place for research

accomplishment– had specified CEFR B2 for English languages learning, teaching, and assessment as equal to the standard of EFL language education worldwide (Office of the Basic Education Commission, Thailand’s strategy, 2019).

Meaningfully, developing English skills in a classroom needs educational texts and materials to practice and improve. As Widdowson (1982) claimed about the advantages of using literary texts that “a sharper awareness of the communicative resources of the language being learned” has related using literary texts with speaking skill development. Furthermore, the use of literature in teaching is like an interpretive richness resource (Kárpáti, 2017; Pawlak, 2018; Yu, Janse and Schoonen, 2021) in which learners can improve their communicative skills related to speaking ability in the language classroom. Thus, English literature or literary texts can be selected to be used as English texts sources in this present study to develop students English–speaking skills (Daniels, 2006; Kaowiwattanakul, 2020; Shelton–Strong, 2012, 2019)

Referring to Europe (2001) explanation, literature, or European literature both national and regional contribute a major impact to the European cultural heritage. The Council of CEFR (2001) defines literature as “a valuable common resource to be protected and developed” which can be used as learning resources for English language education in EFL classrooms (CEFR, 2001). Supported by CEFR (2001) used as this research framework, literary texts are described as “...the way of aesthetic uses of language in language education and literary studies serve many more educational purposes than the purely aesthetic such as intellectual, moral, and emotional, linguistic and cultural...”. Accordingly, it can be summarized that literary text can not only develop students with English skills but also can improve their intellection more than purely aesthetic sources (CEFR, 2001). Furthermore, CEFR (2001) supported using literary text for EFL classroom instruction playing a crucial role in EFL education nowadays.

Furthermore, the benefits of learning English using literature are both to learn the path of aesthetic uses of language and intellectual, ethical, emotional, linguistic, and cultural aspects in language education for the 21st-century era. Exploring literature as one of the ways to learn about the culture, traditions, values, and ideology of native speakers of English seems to mirror a valuable resource toward language education at all levels (CEFR, 2001). Moreover, EFL students can be educated to appreciate the correlation between human beings and the world around them as well as realize the importance of social, political, religious, or educational impacts on people's lifetimes through literature (Kaowiwattanakul, 2008).

For EFL classrooms, using literature for English instruction contributed to learners with various English skills especially English-speaking skills. As Kelly and Krishnan (1995) supported that learner developed English-speaking skills from learning through literature in their English Proficiency course. The combination of the training oral presentation component with the process-oriented reading in literature supported students comprehend more clearly and so derive greater benefit from the literature. Not only reading comprehension but also speaking skills are developed together learning through literature (Iva and Jasna, 2014; Kelly and Krishnan, 1995). Similarly, Giuria (2015) explained that students can accomplish individual developments on English skills such as vocabulary through literature learning. In addition, students can understand cultural diversity, various people's points of view, and authentic features through literature learning.

Importantly, literature can also improve students' critical thinking as well. As CEFR (2001) explanation, using literature to improve students' English skills gains an important value of literature education. It is critical thinking enhancement – one of the essential skills of the 21st century – which learners should possess in this era (Office of the Basic Education Commission, 2019). Supported by Nippold, Frantz-Kaspar, Cramond, Kirk, Hayward-Mayhew, and MacKinnon (2015) explained that using pieces of literature or fables both can

improve students speaking skills and critical thinking. Not only, it can encourage students to speak English with more complex language and progressive results, students can also produce abstract ideas and develop critical thinking through literacy education.

In the realm of critical thinking, a fundamental inquiry arises: is it solely a repertoire of skills, or does it extend to encompass dispositional attributes? Additionally, the significance of creativity within this context is a matter of contemplation. Moreover, there is a pertinent question regarding whether the definition of critical thinking should encompass emotional intelligence, intuitive thinking, and considerations of societal dynamics. These dimensions of critical thinking are discussed in the works of Brodin (2007) and Mason (2007).

Critical thinking skill is considered as one of the vital 21st-century skills that learners should be developed in place of Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) (UNESCO, 2017). Fundamentally, as the Global Citizenship Education (GCE) cited from UNESCO (2017) description, there are 3 main aspects related to critical thinking skill comprised of cognitive learning area, socio-emotional area, and behavioral area. Principally, critical thinking skill is in cognitive learning areas in which learners must be archived on the accomplishment of knowledge about global, regional, national, and local issues as education and skills for the 21st century (UNESCO, 2017).

Other 21st-century skills are socio-emotional and behavioral areas. The socio-emotional area fosters a “sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity (UNESCO, 2015).” and the behavioral area endorses “the capability to act effectively and responsibly at local, national, and global levels for a more human, peaceful and sustainable world (UNESCO, 2017).” Accordingly, it is obvious that why critical thinking is a dynamic skill for educational development because it relates to global knowledge, responsibilities, and respect for differences and diversity as well as the ability to have effective and responsible behavior essential to this 21st-century era (UNESCO, 2017).

Therefore, Global Citizenship Education (GCE) recognizes three key learning areas: cognitive, socioemotional, and behavioral (UNESCO, 2017). It is concluded that one of the activities which can improve both English-speaking and critical thinking skills as a cognitive learning area (UNESCO, 2017) is literature circle activities (LC) by Daniels (2002) and it supports using literary texts as educational resources. As Daniels (2002) description, the benefits of using LC activity are diverse. Due to it being a circle of language learning originating from a book club, LC has not only supported EFL learner's overall language proficiency but also the system of thought. Too, it supported teachers about learning design in class (Daniels, 2002; Shelton-Strong, 2012).

The literature circle activities is the systematic activity to comprehend and respond to literature by grouping students and assigning them with LC roles employed by Reader-Response Theory. Reader-Response Theory (RR) in education or called the transactional theory of literature education by Louise Rosenblatt who firstly generated this theory was explained as Readers' criticism of texts to develop both their cognitive and language competencies (Rosenblatt, 1938, 1978). Using literature as an authentic learning material provided an aesthetic experience for readers to think about cultures, background knowledge, and personal experiences when analyzing texts (Rosenblatt, 1938, 1978). Consequently, the LC activity is based on Reader-Response Theory to develop learners' cognitive and language competencies by assigning their specific roles.

The LC roles comprised Discussion leader, Summarizer, Connector, Word master, Passage person, and Artistic adventurer. The learners educated by literature circle activities have their responsible roles individually as active learners to join a group activity. It encouraged them to improve language proficiency especially English-speaking skills both personally and collaboratively (Daniels, 2002; Elhess and Egbert, 2015; Kaowiwattanakul, 2020; Schlick Noe and Johnson, 1999).

In a group, students can practice speaking skills with their peers (Burns 1998; Daniels, 2002; Larson 2008; Shelton–Strong, 2012). About 5–7 group members in one group have their own roles and worksheet including Discussion leader, Summarizer, Connector, Word master, Passage person, and Artistic adventurer. Students can develop confidence in their English communication's when they are in a small group (Burns 1998; Daniels, 2002 and Larson 2008).

Additionally, this stage provides a safe classroom mood where students can build confidence and feel enabled to take risks while cooperating in their second language. Learners feel more contented working with their colleagues than being regularly examined or corrected by the teacher and can still be more enthusiastic to communicate their perspectives without feeling nervous about making mistakes. As mentioned, LC activity promotes a chance to practice English–speaking skills which EFL learners can take this chance to communicate about vital topics appearing in literature (Krashen, 1981). When they practice English–speaking skills, the quality of English–speaking skills can be enhanced such as pronunciation, fluency, interaction, or coherence (Echevarria, Vogt, and Short 2008; Nagy and Townsend 2012 and Shelton–Strong, 2012).

Particularly, LC activity has benefits in all English skills such as speaking skills as well as critical thinking skills. Students can practice speaking skills which is the response from many various viewpoints of colleagues expressing their insights encouraging them to deliver ways to trigger critical thinking skills in LC activity (Elhess and Egbert, 2015). To respond to the reading text, all members have a chance to express their own perspectives about the aspects of content or literature. Exchanging, analyzing, and evaluating ideas can also strengthen them to develop higher–order thinking skills in that way this process can engage critical thinking practice and development (Schlick Noe and Johnson 1999). Also, Nippold (2014) claimed that “the critical thinking task can be used as a tool to measure both language production and comprehension in learners in middle school and high school settings”.

Therefore, the English – speaking skills can be developed by using the LC activities and also the CT skills can be promoted correspondingly within engaging in the LC activities.

In conclusion, considering Thai students as EFL students, they still had very low English skills especially speaking skill problems (Education First, 2020). This present study, therefore, is applied the literature circle activities to enhance the English–speaking and critical thinking skills of Thai learners in EFL class. After reviewing related literature, the researcher found that the literature circle activities is an activity that can be used for developing English–speaking and critical thinking skills which are the essential skills for the 21st–century workplace as in ASEAN and global countries (Burns 1998; Daniels, 2002; Kaowiwattanakul, 2020; Larson 2008; Shelton–Strong, 2012; UNESCO, 2017). Although the literature circle activities was claimed that it could develop both English–speaking skills and critical thinking skills, no widespread research had been shown about this activity in EFL research. Consequently, this research applies literature circle activities and studies its effect on EFL learners' English–speaking and critical thinking skill development.



### Questions of Research

1. Does the use of literature circle activities develop the EFL learners' English-speaking skills in B2 level in the CEFR framework? To what extent?
2. Does the use of literature circle activities develop the EFL learners' critical thinking skills? To what extent?
3. What are the EFL learners' attitudes towards the use of literature circle activities for their English-speaking and critical thinking skills development?

### Objectives of Research

1. To investigate the effect of using the literature circle activities on English-speaking skill development of EFL Learners.
2. To investigate the effect of using the literature circle activities on critical thinking skill development of EFL Learners.
3. To explore the EFL learners' attitude towards using the literature circle activities for their English-speaking and critical thinking skills development.

### Scopes of Research

1. The population of this study was upper secondary school students from Demonstration school University of Phayao.
2. The participation of this study was Matthayom Suksa four (grade 10) students at Demonstration school University of Phayao whom enrolled in a compulsory English subject, fundamental English, Demonstration school University of Phayao.
3. The variables of this research comprised of one independent variable and two dependent variables.

- a. The independent variable was literature circle activities based on reader response theory
- b. The dependent variables were English-speaking collected by quantitative data and critical thinking skills collected by qualitative data.

### Definitions of Term

#### English-speaking skills

English-speaking skill is oral competency in English language evaluated by CEFR B2 English-speaking skill test. The qualitative aspects of CEFR B2 spoken language use evaluate what quality of language used to speak in individual. The 5 qualities of CEFR B2 English-speaking skill are described in the qualitative aspects comprised of vocabulary, accuracy, fluency, interaction, and coherence to assess learners in their speaking ability.

#### Critical thinking skills

Critical thinking means the systematic process of thinking related with appropriate purpose, logic, and judgement without bias or emotional association. According to the original Bloom taxonomy, the 6 thinking levels from the original Bloom Taxonomy (1956) including Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating levels are considered as critical thinking skills. ELF learners who can reach the 6 levels of Bloom are described as critical thinkers.

The critical thinking evaluation can be used for evaluated learner in various skill such as reading, writing, or speaking skills (Liu, Frankel andRoohr, 2014). However, the critical thinking evaluation found in research is limitedly relevant for use in literary study. In CTs level conclusion, the levels of critical thinking in literary

study adapted from Anderson and Krathwohl, 2001; Bloom, 1956 and Kaowiwattanakul, 2008 including knowledge, comprehension, application, analysis, synthesis and evaluation.

#### CEFR B2 (Common European Framework)

CEFR or Common European Framework is the framework to evaluate EFL learners in English proficiency. CEFR B2 referred from CEFR (2001) used in Intensive English Program (IEP) curriculum proposed by Office of the Basic Education Commission (2019) and University of Phayao strategy plan (2020) to develop students in CEFR B2 English-speaking skill.

#### Literature circle activities

The methodical instruction of literature learning is based on reader response theory. LC are defined as small peer-led discussion groups, involved in reading the same piece of literature, and who come together on a regular programmed basis to share interpretations of what they have read by grouping learners with their specific roles and responsibilities including Discussion leader, Summarizer, Connector, Word master, Passage person and Artistic adventurer.

There are three main stages in the literature circles (LCs) activity: Building Schema Knowledge, Engaging in Literary Texts and Reflexing stages. In order to assess the participants' CEFR B2 English-speaking skills, they completed a Pre-test, posttest, and unit tests. To evaluate their critical thinking skills, an individual test consisting of written short responses was administered. Additionally, the participants were required to take three-unit tests for examining their development in both CEFR B2 English-speaking skills and critical thinking skills.

## Benefits of Research

### Students benefits

1. Students have developed CEFR B2 English-speaking skill through literature circle activities.
2. Students have developed critical thinking through literature circle activities.
3. Students have a positive attitude toward using literature circle activities and literature subject.

### Teachers benefits

4. Teacher gains teaching strategy to develop CEFR B2 English-speaking and critical thinking skills in EFL students.
5. Teacher gains learning results from CEFR B2 English-speaking and critical thinking skill development to apply to another fields or skills for EFL students.

### Schools benefits

6. School gains learning results to develop the intensive English course using literature as resources.
7. School gains learning results to promote and support English course using literature circle activities to develop English-speaking and critical thinking skills.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

In this chapter, the researcher has studied the relevant literature and research mainly in 6 parts as follows:

#### 2.1 Reader Response theory in education

- 2.1.1 Integrating speaking skills with Reader Response theory
- 2.1.2 Connection of Reader Response theory in text
- 2.1.3 Teaching stages of Reader Response theory
- 2.1.4 Reader Response theory implementation in EFL classroom

#### 2.2 Literature circle activities

- 2.2.1 Literature circle activities definition
- 2.2.2 The benefits of literature circle activities
- 2.2.3 Literature circle roles
- 2.2.4 Literature circle implementation

#### 2.3 English-speaking skills

- 2.3.1 English-speaking skills in EFL classroom
- 2.3.2 English-speaking rubrics in EFL research

#### 2.4 The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

- 2.4.1 The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) definition
- 2.4.2 Aesthetic uses of language
- 2.4.3 Productive activities and strategies for speaking skills in CEFR

## 2.5 Critical Thinking

2.5.1 Critical Thinking definition

2.5.2 Critical Thinking: Abilities and Dispositions

2.5.3 The importance of Critical Thinking development

2.5.4 Critical Thinking and verbal competency

2.5.5 Critical Thinking Assessment

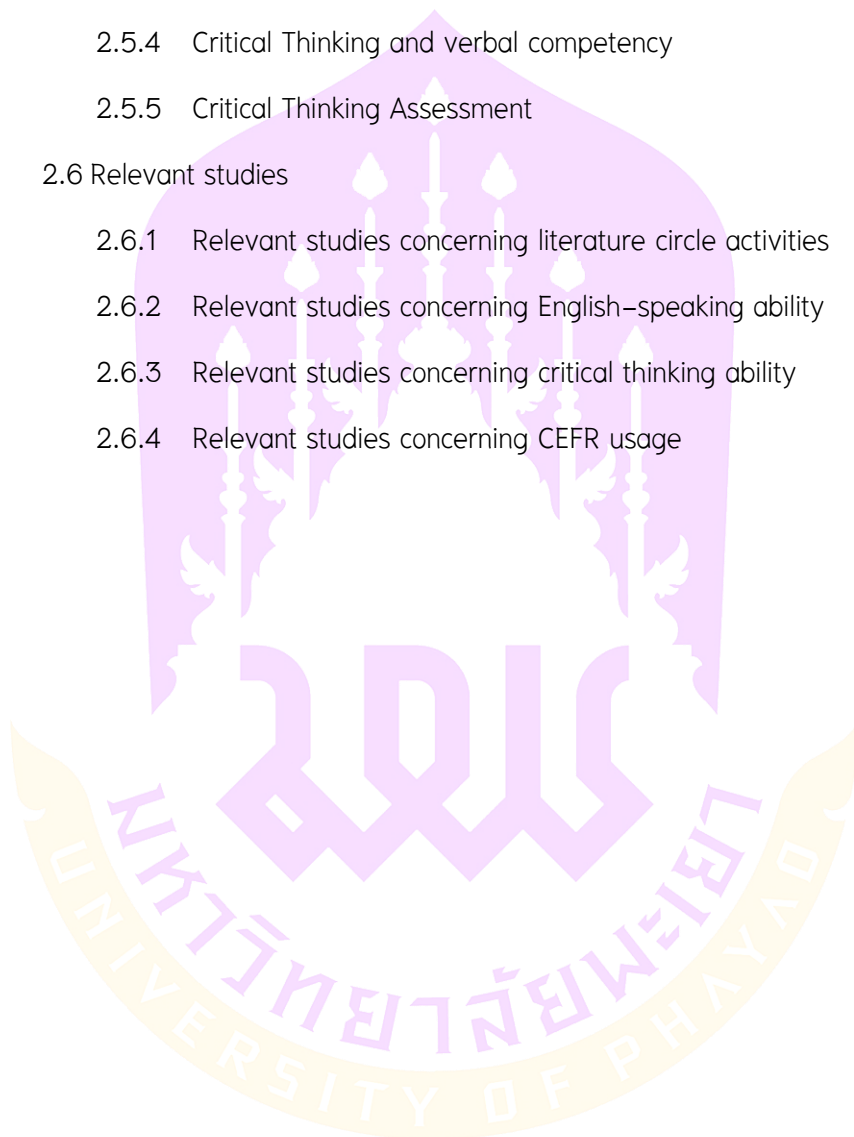
## 2.6 Relevant studies

2.6.1 Relevant studies concerning literature circle activities

2.6.2 Relevant studies concerning English-speaking ability

2.6.3 Relevant studies concerning critical thinking ability

2.6.4 Relevant studies concerning CEFR usage



## 2.1 Reader Response Theory in Education

Reader response theory (RR), initially proposed by Louise Rosenblatt (1938, 1978), has been enriched by the contributions of other theorists, including Stanley Fish and Wolfgang Iser (Graves et al., 2011). Rosenblatt emphasized the essential role of readers in the interpretation and meaning-making of literary works (Roen and Karolides, 2005). This theory, rooted in the constructivist view of learning cognition, emerged as a significant departure from traditional criticism towards new criticism, as exemplified by Powell and Kalina (2009) and Roen and Karolides (2005). The new version treated literary works as closed objects, disregarding readers' reactions. Reader response theory, however, resisted this traditional approach by highlighting the interface between readers and their reactions to literary works at its core (Roen and Karolides, 2005).

The reader response theory originated in the field of literary criticism, challenging the traditional emphasis on the author's intentions and the inherent meaning of the text. Instead, it emphasized the influential role of the reader in the process of interpretation (Selden, 1989: 132). According to Eco (1979: 214), texts are incomplete entities that require readers' active engagement to extract meaning. Thus, reader-response theory defends the reader's active participation in creating meaning while acknowledging that interpretations may vary. Some critics, like Iser (1974, 1978, 1980) and Rosenblatt (1938, 1978), assert that readers and texts share almost equal roles, while others, such as Bleich (1978), Fish (1970, 1980), and Holland (1968, 1975), emphasize the distinctive interpretive agency of readers.

In the context of teaching, reader-response theory significantly impacts literature instruction and alignment teaching in the L1 context. Louise Rosenblatt played a prominent role in this regard, advocating her "literary transaction theory" (Carson, 1993: 88). According to Rosenblatt, the literary work exists as an interactive process between the reader and the

text (1978: 14), with the meaning of the text arising as a result of the reader's perception and engagement.

Rosenblatt (1938, 1978) identified two main types of reading: the informative, or contradictory reading, which focuses on learning new information or fulfilling curriculum objectives, and the aesthetic reading, which is unrelated to specific learning goals and aims to engage the reader in the text and enjoy the reading experience (Graves et al., 2011).

Moreover, Rosenblatt (1938, 1978) posited that literature provides readers with aesthetic knowledge, as it encourages readers to draw upon their diverse cultures, prior knowledge, and personal experiences when engaging with texts. Rosenblatt's perspective can be summarized with her statement: "A novel, a poem, or a play is nothing but ink on paper until the reader converts them into a series of meaningful emblems" (Roan and Karolides, 2005).

Regarding the teacher's role when employing reader response, Roan and Karolides (2005) highlight that the reader response activity positions the teacher not as an authoritative figure dictating the meaning and background of the literary work, but as a facilitator of discussions, encouraging a democracy of voices and fostering collective and individual understanding. The teacher's voice assumes the roles of a guide and a participant. The integration of technology into reader response activities can effectively reach all learners, using tools such as diaries, journals, and discussions, which promote authentic learning and enhance literacy skills (Larson, 2009).

In conclusion, the reader response theory by Louise Rosenblatt is characterized by readers' active engagement in interpreting and constructing meaning in literary works. It opposes the traditional emphasis on authorial intent and highlights the significance of the reader in shaping the meaning of the text. Rosenblatt's literary transaction theory has influenced literature instruction, fostering aesthetic experiences for readers and promoting their critical thinking by relating texts to their own cultural backgrounds and personal

experiences. In the educational context, teachers play the role of facilitators in reader response activities, encouraging dialogue and fostering students' individual and collective understandings of literary works.

### *2.1.1 Connection of Reader response theory in text*

Since the reader response theory focuses on the principle that literature becomes vivid when the reader interacts and connects with his rose petals (1960), three studies on using RR to connect students with literature are as follows:

Leung (2002) investigated the responded literature and difference of the relationship between the worldview three Asian American students and one student of Eastern European origin. It was found that intercultural literature is most suitable for readers to respond because it allows students to explore cultural themes and historical events from different perspectives. In particular, the study found that “when students read books in class describing their real problems and living conditions outside of school, it makes more sense to study literature”. The recognizable text does not make students feel isolated from them but encourages them to see how they suited into the storyline.

Louis (2005) found that cultural-related materials and student interests have the greatest impact on how students engage in textual discussions with other readers. There are more choices for different viewpoints. In addition, Park (2012) stated on the criticism and public reaction of city high school girls to Laurie Hulse Anderson's youth novel "Speak in a Book Club After Reading". A one-year qualitative study was conducted when the learner network becomes a collaborative endeavor, readers who are respond most effectively. Reading fictitious texts publicly creates a community and a sense of unity among readers, where they can exchange ideas and engage in dialogue about the text. Students' own interpretations are limited due to their unique perspectives, which will ultimately affect their

degree of integration with the text. Discussing literary works involving multiple perspectives that will allow students to be open to how other cultures and beliefs affect reading texts.

Finally, as mentioned above, students can use the RR theory to connect to the literature. The students can relate the measured value to his situation and life experience (Leung, 2002). Discussing and talking about literature also improves them to open and understand other cultures. (Louis, 2005 and Parker, 2012). In the next part, the learning stages of RR theory will be introduced to develop learners' language and thinking skills.

### *2.1.2 Teaching stages of Reader response theory*

There are various teaching stages and models using the Reader response theory to develop learners both language and thinking skills. Learners' response to texts to criticize, analyze and verbalize what they have read in the literature in several way depend on what model is used. The teaching stages and models are presented as:

Thomson (1987) explained the stage or level of the development model as a dynamic movement of readers' interest, intimacy to reflective distance" and a text of movement for a deeper understanding of social aspects and ideology and develop the reader's interpretation strategy.

Thomson (1987) defined the level of the development model as follows:

**Level 1: Literal understanding**, including the understanding of the information presented in each text (such as history). According to Thomson (1987), students read at a basic level of comprehension without paying attention to details or analysis. At this stage, characters are mostly viewed as stereotypes, only good or bad. Readers read, they just form a simple mental image or anticipation of the next action in a short period of time.

**Level 2: Empathy**, including personalized texts, connecting texts with students' own lives, and empathizing with certain roles. Readers are interested in more complex roles and role motivations, not only analyzing the behavior, but also analyzing the results.

**Level 3: Analogy**, readers understand the stages of their lives by establishing connections with characters and linking their personal experiences with fictional incidents described in literary texts.

**Level 4: Reflection**, at this stage, leads to a deeper understanding of others and their motives. Readers reflect on events and textual behaviors to evaluate the characters and themes of the story.

**Level 5: Fiction evaluation**, which treats the entire fiction text as the author's structure. At the same time, this stage includes analysis of the author's social and cultural values and comparison with students' values.

**Level 6: Acknowledgement**, the reader understands the level of the text function of the reader and the author, considers the relationship between these functions, and explores their identity as a reader. (Thomson, 1987).

Additionally, Zhang (2009) proposed a student-centered activity in which students are given the opportunity to enact a story they have read from a textbook or another source. For this activity, the selected text should have a plot that involves interactions among multiple characters, primarily conveyed through dialogues rather than abstract narration. To enhance engagement and foster creativity, students are encouraged to use their imaginations and make changes to the plot and dialogues to suit their performance. The activity is structured into the following steps:

- Step 1: The class is divided into several groups, and each group elects a leader, referred to as the director. The director's responsibility is to assign different roles to the students and organize rehearsals for their performances.
- Step 2: Students read through the story and focus on the actions expressed to prepare for their presentation. At this stage, students do not take detailed notes.
- Step 3: The directors lead their respective teams to plan and rehearse their performances. Students rely on their own memory of the story without referring to the text.
- Step 4: After the first rehearsal, students revisit the story to see if they can modify their interpretation, particularly their dialogue lines. They mark the keywords they need to emphasize while delivering their lines.
- Step 5: Students rehearse their performance a second time, and if needed, they can refer to their notes.
- Step 6: Finally, a competition is held to determine which group presents the story most effectively. The order of competition between the groups can be determined through a random draw.

This dramatic element adds an engaging twist to the reading task, making it more interesting for students. Moreover, this performance project seamlessly integrates the four language skills, as students must read and write their lines and then demonstrate their understanding in an interactive environment (Zhang, 2009).

In summary, the teaching stages of the Reader Response theory can be effectively adapted in the language classroom. The teacher plays a supportive role, encouraging students to respond to the text while they engage in performing or practicing their language and critical thinking skills throughout the teaching stages. In the subsequent section, the benefits of the Reader Response theory are presented.

### *2.1.3 Reader response theory Implementation in EFL classroom*

The use of Reader response theory has lots of benefits to students especially in literature subject showed in several studies as presented:

Probst (1994) discussed the advantages of implementing reader action in a literary plan.

The listed program goals include:

1. Students learn about themselves by reflecting on their actions and experience.
2. Students get to know others by developing sympathy and awareness.
3. Students understand culture and society and their different concepts and problems of human experience.
4. Students learn how text shapes thoughts or emotions, and how text stimulates a person's specific views.

Tucker (2000) also discussed the value of reader–response theory in course literature. The benefits are as follows:

1. Allow students feel the relevance of the learning task.
2. Allow students to be exposed to literature actively rather than passively.
3. Evaluate students as critical readers who can define the meaning of the text.
4. Allow students to express their ideas freely.

Thus, one of the advantages of using reader–response theory in literature courses is one of Buckler in Tucker (2000): "...The most valuable educational application in reader–response criticism creates a connection experience between real–life and work—support students establish connections, and strengthen their relation..." To facilitate the actions related to the reader's response in the classroom, the teacher's role should concentrate on guiding the discussion so that students can respond and establish explanations based on the group's understanding of the text and the answers given by each student.

In conclusion, the Reader response theory is used to design various activities to improve learner in various capabilities. Then, it can be concluded that the benefits of implementing RR in literature courses are many for students because they understand themselves, others, culture, textual forms, and so on. It can also encourage student participation. Literary works make students aware, have critical reading, situational creation and criticality and enhance students' self-expression (Tucker, 2000). Next topic will be shown about one of the RR activities or it's called the literature circle activities developed by the Reader response its description and details.

#### *2.1.4 Integrating speaking skills with Reader response theory*

As Rosenblatt (1960) pointed out, transaction theory can be applied to all levels of language teaching, because literature is a means of communication through transactions. As a “personal life experience involving a potentially powerful combination of intelligence and emotion” (Connell, 2000). These arguments show that literary activities can improve written and oral language and communication skills.

In addition, Hickman (1981) defined the influence of teachers on “expressing responses through the ability to manipulate the classroom environment”. To create meaning, Probst (1994) proposed six principles. These principles not only encourage students to enjoy the pleasure of reading but also cultivate students' literary ability, thereby enriching their lives as following

1. First, the construction of meaning requires the participation of students and requires them to respond to the text.
2. Second, students need to have the opportunity to speak their answers, so they need time to formulate their answers.

3. Third, to form their answers, students showed similar and different views. The value of this process is to find the connections between their answers.
4. Fourth, for the text, it is helpful to encourage students to write on top of the text, so that it provides a framework for students to create meaningful opportunities.
5. Fifth, their interest in discussing well-formed documents allows them to reflect on ideas freely.
6. Finally, students need to find other texts, other discussions, other experiences, and research references.

Furthermore, one of the significant activities proposed by Zhang (2009) in support of the Reader Response (RR) theory is language activities, specifically focusing on speaking skills. Oral communication serves as a natural complement to any real-world language activity, and incorporating language elements into reading or writing courses automatically enables students to develop proficiency in at least three language skills. This integration offers numerous advantages, including enhancing diversity in learning, catering to the strengths of different students, and fostering interactive experiences that emphasize productivity and responsiveness.

Moreover, incorporating intriguing topics related to reading and writing courses effectively addresses oral communication challenges, making it easier for students to grasp English language concepts. Engaging in discussions on such topics also allows students to test their language hypotheses and encourages active participation in the learning process. Often, integrating different language skills requires educators to break down the barriers between traditional courses where reading, writing, listening, and speaking are taught separately (Zhang, 2009).

According to Swain (1995), while learning English, students may encounter a gap between what they intend to express and what they actually express. This awareness enables them to identify language structures or elements they may not know or only partially understand. As a result, combining oral and reading activities becomes an effective approach in language classrooms.

In this manner, the Reader Response theory in education advocates for teachers to transcend the boundaries between conventional courses, where the four language skills are taught in isolation. Emphasizing students' reactions in oral activities, such as discussing the Reader Response theory in class (Hickman, 1981; Probst, 1994), fosters a more holistic and interconnected approach to language learning.

## 2.2 Literature Circle Activities

### *2.2.1 Literature circle activities definition*

The literature circle is an activity where participants gather to discuss and answer books that everyone has read with a concentration on selected books (Daniels, 2002). There are five dissimilar roles: discussion leader, literary luminary, illustrator, summarizer, and vocabulary enricher (Daniels and Steinecke, 2004). In general, the purpose of the literature club is to help students improve their language skills, especially through reading comprehension and learning vocabulary, improving reading comprehension skills essential for reading text. The literature circle supports learning tactics such as visualization, connection, questioning, reasoning, and analysis and also increasing student participation in a safe environment to have more responsibility and motivation. (Daniels and Steinecke, 2004 and Elges and Egbert, 2015)

Karatay (2017) explained that literature circle could be a browsing gathering consisting of four or five people which students who have totally different tutorial success levels and reading talents voluntarily close to read literary texts, a story, or informative texts such as essays, articles, or textbooks they like and to share their reading experiences with one another (Daniels, 2002; Karatay, 2015). The explanation why these reading activities are referred to as literature circle activities is that the directive of seating is meant either as a full or semi-circle which permits all group members to visualize every other's face once they come together. If the speech regarding the text is dispensed solely by members, then the order of seating may be a full circle. Nevertheless, if other group members are asked to participate as audience within the reading activity, the directive of seating is organized as a semi-circle (Daniels, 2002 and Karatay, 2015).

Even, LCs activities are used to improve students' ability such as to understand, analyze and summarize texts, and to develop their critical and reflective thinking (Karatay, 2017). Too, LCs activities are recognized to be more effective than traditional text reading activities such as reading text aloud or silently, guessing unknown words based on the context and searching in the dictionary, using questions to analyze the text, and analyzing the stylistic attributes of the text (Briggs, 2010; Daniels and Steineke, 2004; McElvain, 2010; Wilfong, 2009).

Therefore, the literary circle is an activity aimed at understanding literature through various roles in a group of members. The literature circle is the discussion and response to a book through brainstorming or presentation. There can be 4 to 7 roles in a group, and students can assign these roles between group members and the roles by themselves or by teachers. In this way, students can practice hard and soft skills at the same time, such as English language, collaboration, or critical thinking skills. Next topic is stated about the benefits using the LCs activity in language classroom.

### 2.2.2 The benefits of literature circle activities

In line with the literature circle definition, there are various benefits using LCs in classroom. Both teachers and students employed by the LCs activity can develop their performance and ability in a progressive way. As such, language competency is one of the advantages. LCs activity encourage students not only for comprehension skill but also oral proficiency. In addition, students work in a team, and it improve their collaboration and critical thinking skills as well. In this section, the benefits of literature circle are presented from 2 educators: Daniels (2006) and Elhess and Egbert (2015) in Table 1 as following

**Table 1 The Summary of Benefits of Literature Circle Activities**

Benefits of literature circle activities	Daniels (2006)	Elhess and Egbert (2015)
1. Improved comprehension skills	✓	✓
2. Increased student participation in a safe situation	✓	✓
3. Enhanced responsibility and motivation	✓	✓
4. Expanded collaborative discussion	✓	✓
5. Developed oral proficiency	✓	✓
6. Increased scaffolding chances	✓	✓
7. Strengthened writing abilities	-	✓
8. Generated new models of evaluation	✓	-
9. Extended into Nonfiction	✓	-

According to the Table 1, the summary of benefits of literature circle activities can be concluded in 9 aspects comprised of Improved comprehension skills, Increased student

participation in a safe situation, Enhanced responsibility, and motivation, expanded collaborative discussion, developed oral proficiency, increased scaffolding chances, strengthened writing ability, generated new models of evaluation and finally, Extended into Nonfiction (Elhess and Egbert, 2015). The study represented that literature circles can affect student learning processes and language development. The abundant of this impact is directed towards many vital areas for language learning including:

1. **Improved Comprehension Skills** The literature circle plays a vital role in fostering students' development of comprehension skills essential for analyzing texts effectively. Through various methods such as visualization, connection, questioning, reasoning, and analysis, students engage in deep understanding and lively discussions (Daniels and Steineke, 2004). Summarizing the text requires students to utilize different strengths and techniques, encouraging them to extract information from the text, pay attention to supporting details for their ideas, identify key concepts, critically respond to the reading content, and make judgments about character intentions and event reasoning within the story.
2. **Increased Student Participation in a Safe Environment** The literature circle creates a safe and supportive learning environment where students can develop self-confidence and feel comfortable expressing themselves in a second language (Burns, 1998; Larson, 2008). Students are encouraged to share their opinions without fear of making errors.
3. **Enhanced Responsibility and Motivation** An additional advantage of the literature circle is its ability to instill a sense of ownership and responsibility in students. The process of selecting roles and engaging in social interaction within literature circles promotes student motivation and fosters a strong sense of collaboration (Burner, 2007). Studies have shown that when students work in cooperative groups, they encourage each other's

efforts, resulting in increased motivation and engagement (Daniels, 2002; Chi, 2008; Williams, 2009).

4. Expanded Collaborative Discussion Within the literary realm, discussion, student response, and collaboration are considered crucial for encouraging critical thinking and reflection in students (Schlick Noe and Johnson, 1999). Peers play a significant role in enhancing comprehension (Egbert, 2007; Schoenbach, 2005) as active participation involves engaging in dialogue and listening from various perspectives, which deepens learners' understanding of the second language (Schlick Noe and Johnson, 1999).
5. Developed Oral Proficiency Participating in literature circles provides students with opportunities for social interaction and communication on relevant and meaningful topics (Echevarria, Vogt, and Short, 2008; Nagy and Townsend, 2012). Through meaningful oral discussions within literature circles, students have increased chances to practice and improve their oral language skills, ultimately contributing to the development of their oral proficiency (Souvenir, 1997).
6. Increased Scaffolding Opportunities Scaffolding refers to the guidance given to students during the learning process to address learning tasks (Sawyer, 2006). Discussing and exchanging ideas within literature circles can support a deeper understanding of the text (Almasi, McKeown, and Beck, 1996). This scaffolding shapes students' attitudes, helping them realize that their reading challenges are surmountable and increases their interest and involvement in the given activity.
7. Strengthened Writing Skills Interactions during reading activities can have positive effects on writing skills, as they encourage increased participation and involvement when students share and articulate their opinions on paper. Teachers can assign engaging and challenging group-writing activities that stimulate students' critical thinking, such as selecting a different ending for a short story, writing a brief critique, or responding to

writing prompts that demonstrate their understanding of what they have read (Webb et al., 1998; Elhess and Egbert, 2015).

8. Generated New Models of Assessment Literature circles can lead to the creation of new models of assessment that extend beyond traditional fiction texts to non-fiction genres (Daniels, 2006). Instead of assigning typical end-of-cycle projects, teachers can explore innovative assessment methods, such as writing reviews for non-fiction texts or presenting three-dimensional models of important scenes in the literature.
9. Extended Application to Nonfiction Furthermore, Daniels (2006) points out that literature circles can be adapted not only to fiction but also to non-fiction texts, such as news articles or biographies. As literature circles offer an effective and well-structured approach to learning, teachers can also apply them to other non-fiction topics, allowing students to explore various writers and types of non-fiction texts. This approach proves equally powerful and effective for developing language skills in non-fiction writing (Daniels, 2006).

In conclusion, literature circles offer diverse benefits for both learners and teachers. These advantages can be categorized into three main aspects: 1. Language improvement, particularly comprehension and English-speaking skills, 2. Twenty-first-century skills like critical thinking, mindfulness, collaboration, and personal qualities, and 3. Effective instruction and assessment for students. Ultimately, these benefits empower teachers, acting as facilitators, to understand how learners learn and develop within these three main aspects (Briggs, 2010; Daniels and Steineke, 2004; McElvain, 2010; Wilfong, 2009).

### *2.2.3 Literature circle roles Role Division in Literature Circle Activities:*

Various researchers have explored the implementation of literature circle roles in different settings. Five roles were identified by Furr (2004) for literature circle activities in the EFL classroom in Japan. These roles include the Group Discussion Leader (GDL),

Summarizer, Connector, Word Wizard (or Vocabularian), Passage Person, and Culture Collector. The Group Discussion Leader serves as a facilitator, guiding the discussion and keeping it flowing. They examine the story multiple times to grasp its potential topics and main plot and initiate the discussion with open-ended questions for the group. For the first literature circles with EFL students, it is recommended to assign outgoing students as Discussion Leaders to manage the groups effectively.

The Summarizer focuses on providing a concise and complete narrative of the story's plot for general understanding. Students are encouraged to read their summaries to help others grasp the story better. The Connector's role involves finding connections between the story's content and the real world in which the students live. They may relate the thoughts, feelings, or actions of characters to their family, friends, or classmates. Initially challenging, the Connector's role can be assigned to outgoing students for the first round of literature circles. This fosters not only connections with the fiction but also connections among the students themselves.

The Word Master, also known as the Word Wizard or Vocabularian, pays close attention to simple words or short sentences in the text. They focus on important words, particularly those considered crucial to the story. Similarly, the Passage Person reads the text thoroughly and identifies well-written or significant paragraphs in the story. They often choose perplexing passages and seek assistance from the group to comprehend them. This collaborative effort to solve difficult passages leads to enriching discussions.

The final role is that of the Culture Collector. Furr (2004) incorporated cultural elements into the literary text to investigate how many times students attempted to understand the cultural and historical background of the text. The Culture Collector is responsible for gathering and presenting the cultural and historical background relevant to the literature presented in the literature circle group.

Wilfong (2009) provided a different perspective on role division in literature circle activities, utilizing the Text Masters Roles, which includes four roles:

1. Discussion Director: This role involves creating a list of discussion questions that the group might want to explore about a specific part of the book. The aim is to focus on the significant ideas and encourage members to share their reactions.
2. Summarizer: The Summarizer prepares a brief summary of the reading, covering key points, main highlights, and the general idea of the reading task in a 1–2–minute statement.
3. Vocabulary Enricher: The Vocabulary Enricher seeks out particularly important or challenging words in the reading. They mark unfamiliar words and later provide their meanings from a dictionary or other resources.
4. Webmaster: The Webmaster creates a graphic organizer based on the information read, using keywords, phrases, and instances from the reading to showcase their comprehension. Various graphic organizers can be used for this purpose.

In conclusion, literature circle activities offer a valuable approach to engage students and promote active participation in reading and understanding literary texts. The division of roles within literature circle activities serves to enhance comprehension, foster collaboration, and facilitate the exploration of cultural and historical aspects of literary works.

In addition, Shelton Strong (2012) pointed out that there are 7 roles in literature circle activities. Since discussion is often regarded as an important factor for LCs success in developing communicative skills, it is assumed that the framework will help create the necessary circumstances for students' further cross-lingual development in order to understand the text more comprehensively. However, the role will change and may change with each new read cycle. Therefore, every student has a different approach, time they spent on reading and preparation for discussions increased their reading awareness for

various reasons. In addition, the proposed group should be subordinated because of the need for a smooth exchange of ideas and information. Each group works well, and there should be at least three or four members (Furr, 2012; Daniels, 2012). The core roles are as follows:

1. Discussion leader: Receive interaction during the discussion, questions, and requests to contribute.
2. Summarizer: Responsible for providing or receiving an oral summary of a reading
3. Word master: Responsible for selecting new, important, or interesting words and a wide range of expressions for communication, definition, and contextualization.
4. Passage person: select important paragraphs, explain the reasons for the selection, suggest and solicit opinions.
5. Connector: Establish connections between people and real-life events through story content and prepare questions to elicit similar comments.
6. Cultural collector: Provide comments to members through questions to discover and determine the cultural similarities and differences between the history of and their own culture.
7. Artistic adventurer: sharing and teaching logic to the group, drawing or creating something to represent the elements of the story.

Furthermore, Widodo (2016) proposed a division of Literature Circles (LC) into two groups: the Host group and the Visiting group, with distinct roles for students in each group. The study outlined the instructional procedures, where scaffolding was provided in the initial four classes to support students in completing their tasks. The educational activities involved the following steps: first, the teachers and students discussed how to form groups. Students had the option to either choose their group members (student selection) or have the teachers

assign group members (teacher selection). In this study, students were encouraged to select group members with mixed language skills to facilitate collaboration between high-skilled and low-skilled students, promoting teamwork. Once the groups were formed, students were assigned separate roles.

The formation of teams was based on students' abilities, ensuring that members with higher language proficiency could support those with lower proficiency. This team formation laid the foundation for successful collaboration. The literature circles in this study focused on the literary world, with each group having two main roles: Host and Visiting. The Host group presented the selected text to the members of the Visiting group, who then asked questions related to content, expertise, and language. Therefore, the performance of the selected text had to consider two aspects: professional knowledge and the use of language in the text—essentials of reading teaching.

Regarding role assignment, each group member played dissimilar roles as Host and Visiting, as described below:

**Roles of Host Group:**

1. Text Picker: Responsible for selecting an appropriate text.
2. Passage Master: Comprehends the text's main purpose or theme, tone, mood, register or style, main points, and critiques the relevance of the text to the fundamental skills of the study field.
3. Summarizer: Formulates a summary of the selected text, clearly explaining the topic proposal, key information, and final proposal.
4. Language Enricher: Identifies keywords and grammatical points that the group members have recently learned.
5. Passage Enricher: Engages with the Visiting group to continue reading, providing additional insights into the relevant text for the group members to learn.

**Roles of Visiting Group:**

1. Text Assessor: Evaluates if the chosen or presented text is relevant to the selected topic.
2. Information Seeker: Gathers as much information as possible from the text.
3. Questioner: Asks questions based on the text.
4. Language Observer: Identifies any unfamiliar vocabulary and grammatical patterns that need to be learned.
5. Note Maker and Reporter: Takes notes of what has been learned or discussed and reports main points to the whole class and the teacher.

By dividing the roles between the Host and Visiting groups, students actively engage in the reading process and promote collaborative learning, which enhances their comprehension and language skills.

Widodo (2016) emphasized that after forming the Literature Circles (LC) reading group, students either selected a book or text suggested by the teacher or chose one themselves. Each student read the assigned text independently, preparing to discuss their reading tasks with the group members. The self-study occurred either at school or home, depending on the length of the book or text. After completing the independent reading and tasks, the students engaged in book discussions, sharing their experiences with one another. Subsequently, all students presented their work based on the reading tasks.

The LC activity typically lasted for about one hour, approximately 40 to 50 minutes, and proved to be more effective than traditional reading exercises. Through LCs, students developed various skills, including text analysis, inference, critical thinking, speaking, writing, expanding vocabulary, and enhancing individual reading abilities (Briggs, 2010; Daniels and Steineke, 2004; McElvain, 2010; Wilfong, 2009). These activities not only facilitated communication and cooperative learning among students but also assisted them in addressing their individual reading tasks (Briggs, 2010; Burner, 2007; Williams, 2009).

Additionally, Karatay (2017) described the LCs in which all group members read the same text and participated in the discussion. Each member had a distinct reading task, which was shared at the end of the discussion. There were two categories of grading: four reading tasks were mandatory, and four were optional. In cases where the number of group members exceeded four, reading tasks were assigned according to individual preferences, such as summarization, surveys, vocabulary/word assistance, and scene preparation (Daniels, 2002). Student selection of group members based on mixed language skills ensured that high-level students could support their peers with lower language proficiency. This collaboration among emerging teams fostered a conducive learning environment and enriched classroom interactions.

The literature circle reading activities were structured into four phases (Karatay, 2017):

1. Preparation: This phase introduced the reading assignments, formed LCs groups, and selected a book or text. Students were familiarized with their reading tasks, and a sense of shared reading community was established among the students. Diverse groups with varied interests, skills, and activity levels enhanced the learning environment and classroom interactions. Students were then given the option to choose one of the provided books/texts or suggest their own.
2. Individual reading: During this stage, students had time to read the selected books/texts and work on their individual reading tasks. Individual reading activities required students to comprehend the text, take notes, and prepare presentations to share the information related to their reading assignment.
3. Discussion: In this stage, the student assigned as the questioner facilitated a 20 to 30-minute discussion where students shared their opinions and ideas about the book, main ideas, additional information, and the author's language use and style in

the text. Students took turns presiding over meetings, encouraging active participation from all members.

4. Sharing: During this final stage, each student presented their completed reading task to the group. For instance, the text picker shared their favorite literary passages or paragraphs from the book/text, the vocabulary enricher highlighted the author's keywords and unfamiliar words with their meanings, and the illustrator shared character pictures and conceptual diagrams of events (Daniels, 2002; Karatay, 2015).

Through these discussion stages, the primary purpose was to enhance students' understanding of themes, main ideas, supporting details, plotlines, and the author's stylistic choices, thereby improving their analytical and critical thinking skills. The activities aimed to equip learners with the ability to comprehend and analyze complex texts they may encounter in their lives (Briggs, 2010; Burner, 2007; Burns, 1998).

In summary, the Table 2: Literature circle roles in language research is summarized literature circle roles in all the previous studies in language research to synthesize which roles are used most frequently and should be adapted to use for this present study.

Table 2 Literature Circle Roles in Language Research

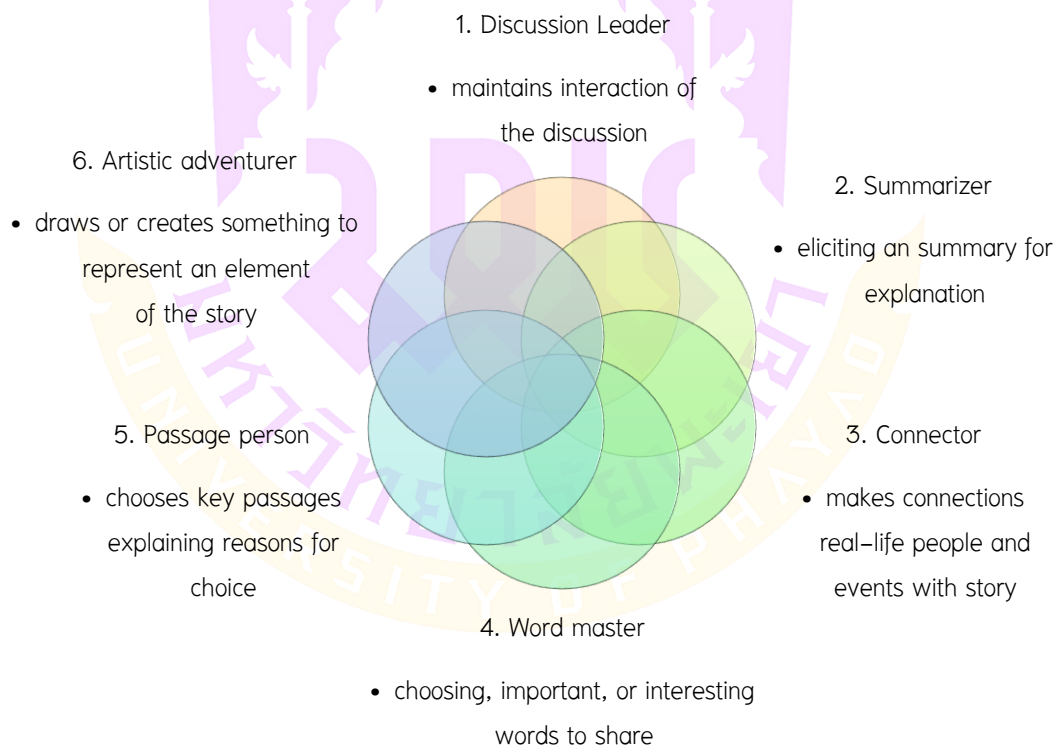
		Literature circle roles in language research												
No.	Researchers	Students group	Discussion Leader	Summarizer	Connector	Word Master / word wizard	Passage Person	Culture Collector	Questioner	Illustrator / Artistic adventurer	Researcher	scene setter	Text Picker	Total amounts
1.	Furr (2004)	-	✓	✓	✓	✓	✓	✓	-	-	-	-	-	6
2.	Wilfong (2009)	-	✓	-	✓	✓	-	-	-	✓	-	-	-	4
3.	Shelton-Strong (2012)	-	✓	✓	✓	✓	✓	-	-	✓	-	-	-	6
4.	Widodo (2016)	Host group	-	✓	-	✓	✓	-	-	-	✓	-	✓	5
		Visiting group	-	✓	✓	-	✓	-	✓	✓	-	-	-	5
5.	Karatay (2017)	1 – 4 students	-	-	✓	-	✓	-	✓	✓	-	-	-	4
		Over 4 students	-	✓	-	✓	-	-	-	-	✓	✓	-	4
Total			3	5	5	5	5	1	2	4	2	1	1	

### 2.2.3.1 Literature circle roles summary

According to the literature circle roles review – presented in the Table 2: Literature circle roles in language research–, the roles have been adapted from Daniels (2012) and Shelton – Strong (2015) studies for this EFL research methodology and can be concluded in the present study. Consequently, there are 6 roles of the LC activity in this present study including Discussion Leader, Summarizer, Connector, Word Master, Passage Person and Artistic adventurer roles as presented in the Figure 1: Literature circle roles

1. Discussion leader: Receive interaction during the discussion, questions, and requests to contribute.

2. Summarizer: Responsible for providing or receiving an oral summary of a reading
3. Word master: Responsible for selecting new, important, or interesting words and a wide range of expressions for communication, definition, and contextualization.
4. Passage person: select important paragraphs, explain the reasons for the selection, suggest and solicit opinions.
5. Connector: Establish connections between people and real-life events through story content and prepare questions to elicit similar comments.
6. Artistic adventurer: sharing and teaching logic to the group, drawing or creating something to represent the elements of the story.



**Figure 1 Literature Circle Roles**

### 2.2.4 Literature circle implementation

The literature circle implementation is the stages of LC activity which have various contexts and condition in different fields. In this part, there are 4 studies synthesized the literature circle implementation review in their research use represented in Table 3.

**Table 3 Literature Circle Implementation Review**

Literature circle implementation										
No.	Researchers	Students choose materials	Teachers choose materials	Preparation	Individual reading	Discussion	Teacher as facilitator	Evaluation		Reader share
								Teacher observation	Student self- evaluation	
1.	Wilfong (2009)	-	1	2	3	4	5	-	6	-
2.	Shelton- Strong (2012)	1	-	2	3	4	5	6	-	7
3.	Karatay (2017)	-	-	1	2	3	-	-	-	4
4.	Elhess and Egbert (2015)	-	-	1	2	3	-	-	-	4

According to Table 3, Wilfong (2009) explained about the literature circle implementation on the study that in science classroom. Firstly, the teacher selected the article for students and read the article aloud altogether in the first stage. Secondly, the learners come up with the content of the text and create an inventory of inventive roles, that are divided into four roles on the stage. Then, the students prepare their own roles in teams of 4–10 minutes.

To be filled out the group, learners sit within the middle of the room, whereas the remainder of the category turns around. Then they scan the texts one by one. Fourthly, the complete class gathered around this table. At the start of the practice, this question-and-

answer session is typically simple, however, as students get accustomed to the strategy, different challenges appear the overall challenges and questions. Students typically respond every role with other questions or links as needed. Within the fourth stage, the teacher acts as a moderator rather than a teacher, encouraging group action and discussion of the texts read. In the end, the meeting concluded with a self-assessment by each group member. They noticed the significance of listening and were stunned by the thoughts of their co-workers on a similar reading.

In addition, Shelton-Strong (2012) described the key elements of a successful literature circle are as follows (Daniels, 2012):

1. Learners select their own reading objects.
2. Minor short-term groups are formed based on book choosing.
3. Various groups read several books.
4. Groups gather on a regular, obvious timetable to discuss their reading.
5. Learners use written or draw notes to manage both their reading and discussion.
6. Discussion subjects come from learners.
7. Discussion discussions aim to be open, normal conversations about books, so individual links, excursions, and open-ended inquiries are welcome.
8. The instructor operates as an organizer, not a group member or lecturer.
9. Evaluation is by instructor inspection and student self-assessment.
10. A mood of mischievousness and fun encompasses the room.
11. When books are completed, bookworms distribute with their peers and then new groups form around new reading selections.

Karatay (2017) elucidated the implementation of Literature Circle activities in four steps, namely: Preparation, Personal Reading, Discussion, and Sharing, presented as follows:

- Preparation: In this stage, learners are acquainted with the reading task, the formation of the Literature Circle, and the selection of books/texts. The teacher introduces the reading task to the students, and then the learners collaborate to create groups with diverse interests, skills, and academic achievements. This diversity enhances the learning environment and promotes interaction in the classroom. Subsequently, students are given the choice to select one of the provided books/texts or suggest their own.
- Personal Reading: During this stage, learners have dedicated time to read the selected books/texts and address their individual reading tasks. Personal reading activities require learners to comprehend the content of the text, take notes, and prepare presentations to share the information related to their reading tasks. For example, a learner assigned as an illustrator may need to draw a series of incidents and characters from the story. Additionally, the processes of pre-study and personal reading help students develop self-regulation in reading and learn to plan and organize their reading activities. From a cognitive perspective, these procedures contribute to the development of reading comprehension skills that students require for academic activities.
- Discussion: At this stage, the student designated as the interlocutor leads the group in a 20 to 30-minute discussion where learners express their thoughts and ideas on the subject matter, main ideas, and other information covered in the book. The discussion may encompass the author's language use and stylistic choices in addressing the theme. Students take turns presiding over meetings to ensure that all participants actively engage in meaningful discussions. The objective of these text

discussions and idea exchanges is to enhance students' understanding of the theme, main ideas, supporting details, plotlines, and the author's stylistic approach to the subject matter. Through these processes, learners develop a better grasp of complex texts they may encounter in their lives, and their critical and reflective thinking skills are further enhanced (Briggs, 2010; Burner, 2007; Burns, 1998).

- **Sharing:** In this final stage, learners share their completed tasks with their peers. For instance, the literary luminary shares their favorite passages from the text, the vocabulary enricher highlights the author's keywords and provides synonyms used, and the illustrator shares character drawings and significant events with group members (Daniels, 2002; Karatay, 2015).

These Literature Circle activities facilitate cooperative learning and foster in-depth discussions, promoting a deeper understanding of the texts and honing critical thinking skills (Briggs, 2010; Burner, 2007; Burns, 1998). Through these structured steps, learners develop valuable reading comprehension abilities that are essential for their academic growth and future endeavors.

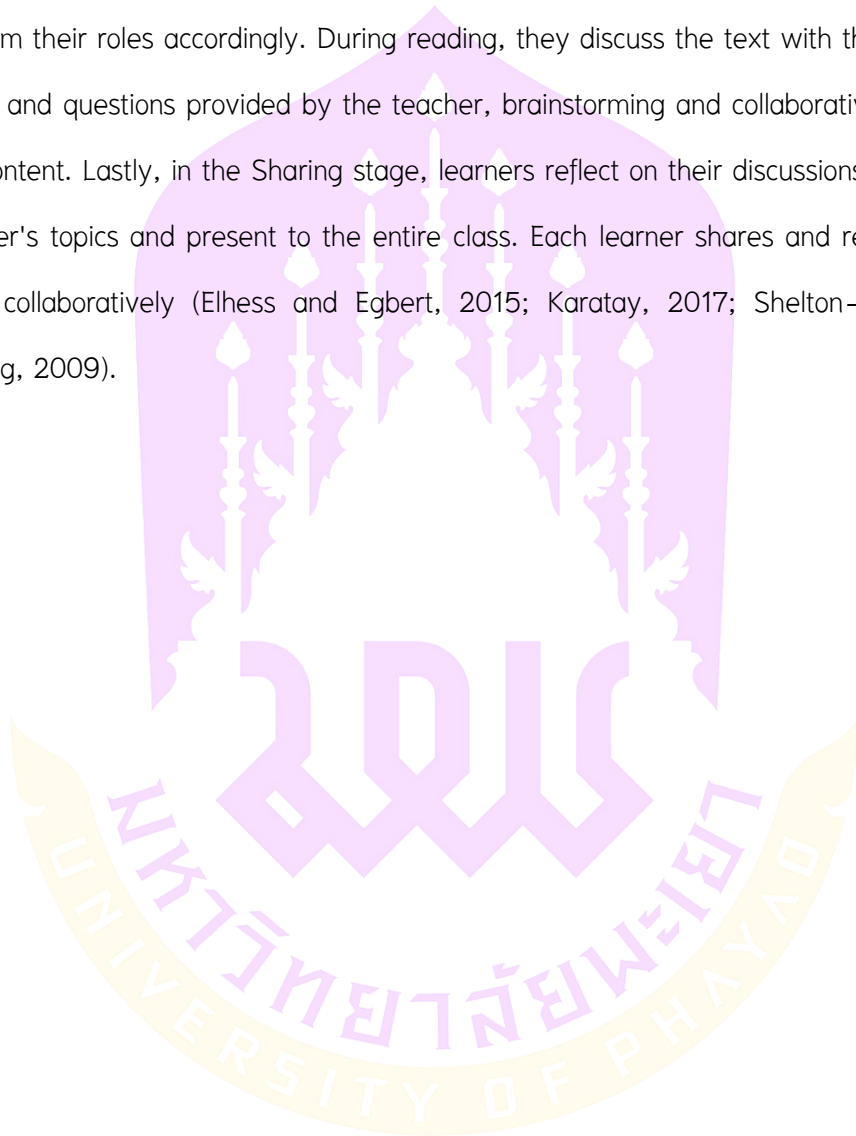
As per Elhess and Egbert (2015), the literature circle activities is structured into four parts to support language development, outlined as follows:

- **Review Stage:** In this stage, students should familiarize themselves with the topics related to the main theme of the selected story or novel before the unit begins. Prior to class, students are encouraged to share their personal experiences, focusing on key topics in the text. This discussion leads to the performance of the characters in the selected reading. Instructors play the role of facilitators to introduce students to the concept of literature circles and guide them on how to break down the text into smaller parts. Simple discussion and analysis steps aid in better understanding the content read in class.

- Preliminary Discussion of Literature Circles: In this phase, students review the text and decide how to divide it according to the number of class meetings. The teacher can also allocate roles during the first meeting. Once all questions are answered, and the instructor confirms that all students understand the procedure, the class can commence.
- Personal Reading Stage: In this stage, the instructor plans the timing of the literature circle lessons. Each lesson is organized into four sections: (1) Learning goals; (2) Introduction; (3) Lesson content and tasks; and (4) Review (evaluation of results in line with the learning objectives). Students read the assigned chapters from the selected text and prepare for their assigned roles. They meet in their literature circles and collaboratively work on worksheets to describe the characteristics of the setting and identify the characters. Using a reasoning chart, students seek evidence to deduce how the setting may influence the characters. They also share their understanding of each character's behavior, traits, actions, and the events that have occurred so far.
- Discussion in Literature Circles: During this stage, students collectively list the conflicts they have identified in the section of the text they have read and place each conflict in the appropriate column. They then analyze the conflicts they have written down based on their reading. Throughout their literature circles, students use new vocabulary and engage in discussions. They discuss their Venn diagrams, adding or erasing evidence. By the end of the course, students are capable of describing the correlation between characters while reading, utilizing keywords for comparison and contrast, and composing comparison paragraphs (Elhess and Egbert, 2015).

In Conclusion, literature circle implementation review, the LCs stages are classified into three main stages: Preparation, Reading and Discussion, and Sharing Stages. The

Preparation stage involves teachers and learners preparing themselves for the LCs activity by selecting texts, understanding LCs methods and roles, and grouping learners for collaboration in the next stage. The Reading and Discussion stage places learners at the center of learning with their designated LCs roles. They read the chosen texts together and perform their roles accordingly. During reading, they discuss the text with the help of vital topics and questions provided by the teacher, brainstorming and collaboratively discussing the content. Lastly, in the Sharing stage, learners reflect on their discussions based on the teacher's topics and present to the entire class. Each learner shares and responds to the texts collaboratively (Elhess and Egbert, 2015; Karatay, 2017; Shelton–Strong, 2012; Wilfong, 2009).



## 2.3 English–Speaking Skill

### 2.3.1 English–speaking skills in EFL classroom

In an EFL classroom, students must develop proficiency in all language aspects and skills, including listening, reading, writing, and speaking. Speaking skills, in particular, is often regarded as challenging for language learners due to factors such as lack of self–confidence, prior knowledge, or experiences leading to discomfort in relationships with teachers. However, it is crucial for their personal and professional lives, especially in the 21st century. In Thailand, EFL learners, specifically Thai students, face difficulties with English–speaking, resulting in a lower standard deviation of English–speaking skills compared to many other countries, particularly within the ASEAN region (Songchat, 2016; Wiriyachitra, 2001; Worawong, Chartrakul and Damnet, 2019; Thai Education Plan, 2017). This lack of English–speaking proficiency among EFL learners can be attributed to various factors, as discussed in the following studies:

Tutyandari (2005) pointed out that learners might struggle to speak English due to a lack of self–confidence, inadequate prior knowledge of the subject matter, and poor teacher–student relationships. However, assigning students group tasks can help increase their self–esteem and reduce nervousness when speaking in English. Meanwhile, Iman and Nur (2017) supported the idea that speaking English is crucial for language learners to engage in discussions and present arguments effectively. Therefore, teaching and practicing speaking proficiency should be an integral part of language classes, as it enables learners to communicate effectively in English.

In summary, spoken language is a vital skill that impacts life communication and collaboration with others. Effective speakers can convey meaning, feelings, thoughts, and content using both verbal and non–verbal language. For EFL students, practicing English

verbal communication in the classroom is essential. They need to speak with clarity, confidence, and accuracy, adhering to the English language structure. In the next section, we will discuss the speaking rubrics and directories commonly used in EFL research in Thailand to investigate the most frequently employed methods for measuring EFL speaking competency.

### 2.3.2 English-speaking rubrics in EFL research

The study of English-speaking improvements in Thailand has various English-speaking rubrics directory. According to Table 4, the frequent English-speaking rubric directory is pronunciation and vocabulary which used to assess students 8 from 10 research, then content and grammar which used in 7 from 10 research, while fluency used in 6 from 10 research, accuracy used in 5 from 10 research and communication effort, confidence and comprehension were used in 4–3 from 10 research, respectively. It can be concluded that pronunciation, vocabulary, content, and grammar is quit high quality to evaluate EFL learners in Thailand. Pronunciation, vocabulary, and content in speaking communication is all significant. However, communication effort, confidence and comprehension are interesting for my perspective because EFL students are not familiar with speaking English or habitually speaking English in daily life. If they show their communication effort, confidence, and comprehension, it can interpret that they practice for themselves well. For English-speaking rubric review compared with CEFR B2 English-speaking rubric and adapt to the new English-speaking rubric appropriated for the sample and study in the next section.

Table 4 English–Speaking Rubric Directory

		English–speaking rubrics directory								
Researchers		Pronunciation	Vocabulary	Content	Grammar corrects	Fluency	Accuracy	Communicative effort	Confidence	Comprehension / coherence
1.	Anuyahong (2013)	✓	✓	✓	✓				✓	
2.	Klungthong (2014)	✓	✓	✓	✓					
3.	Kongsontana (2014)	✓	✓	✓						
4.	Sanglir (2016)	✓	✓	✓	✓					
5.	Phansrisuwan and Adipattaranan (2018)			✓		✓	✓	✓	✓	
6.	Nilayon and Brahmakasikara (2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓
7.	Limchaicharoen and Meesri (2018)	✓	✓	✓	✓	✓	✓	✓		✓
8.	Kaowiwattanakul (2020)	✓	✓		✓	✓	✓			✓
9.	Nget, Pansri and Poohongthong (2020)	✓	✓		✓	✓		✓		
10.	Poolsin (2020)					✓	✓		✓	
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>

According to Table 4, the English–speaking rubrics directories were used most frequently in EFL research contain pronunciation 8 from 10, vocabulary 8 from 10, content 7 from 10, grammar correct 7 from 10, fluency 6 from 10, accuracy 5 from 10, communicative effort 4 from 10, confidence 4 from 10 and coherence 3 from 10 studies,

respectively. The review of English-speaking rubrics directories showed that the frequency of English-speaking rubrics in EFL research were included with pronunciation, vocabulary, content, grammar correct and fluency which related to the CEFR English-speaking rubrics. Therefore, this table can be used for validating and parallel to the CEFR English-speaking rubrics as an English-speaking rubric.



## 2.4 The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)

### *2.4.1 The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) definition*

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) describes that in addition to curriculum design options that promote multilingual and intercultural education, it also includes a comprehensive language competence description framework and a set of general reference levels (A1 to C2) defined by descriptive scales as well as actively clarified the goals and results of education at all levels. The definition of the language proficiency provides a clear and general roadmap for learning and is a subtler tool for measuring progress than just focusing on tests and their results. This rule is based on CEFR's vision that language is a means of success in the communal, instructive, and career fields.

Originally, the history of CEFR can be illustrated by the fact that it was established as a perpetuation of the European Commission's language education work in the 1970s and 1980s. CEFR 's action-oriented activities are based on the release of thresholds proposed in the mid-1970s, which is the first functional/conceptual specification of language requirements. CEFR and the related European Language Portfolio (ELP) were proposed at an intergovernmental seminar held in Switzerland in 1991. This mainly involves learning and teaching; it aims to ensure the transparency and consistency between the curriculum, teaching, and evaluation in educational institutions, as well as the transparency and consistency between educational institutions, education departments, regions, and countries. It was issued in English by Cambridge University Press in 1996 and 1998.

In general, the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) is a comprehensive interpretation framework for language proficiency that helps achieve two goals. It is mainly understood to ensure transparency between curriculum, teaching, and teaching. consistency. According to the CEFR, language is regarded as a means of obtaining opportunities and success in the social, educational, and professional fields, and comprehensively describes what language learners need to learn to communicate using language and what knowledge and skills they need in the areas that need to be developed.

#### 2.4.1.1 The aims and objectives of Council of Europe language policy

1. To certify, all people have access to valuable means to learn and use the languages of other member states. Those languages that facilitate them to meet their communication desires, especially:
2. to cope with the commerce of existence in another country, and to assist foreign people staying in their own nation to try and do so.
3. to switch info and concepts with youngsters and adults who speak a distinct language and to speak their thoughts and feelings to them.
4. to realize a wider and deeper thoughtful of the method of life and sorts of thought of different peoples and of their cultural heritage.
5. To encourage, inspire and sustain the attempts of academics and learners the least bit levels to use in their own situation the values of the development of language-learning structures:
6. by building instruction and learning on the needs, goals, attributes, and resources of learners.
7. by process worthy and realistic intentions as expressly as probable.

8. by improving acceptable strategies and resources.
9. by utilizing appropriate forms and methods for the assessing of learning courses.
10. To advance analysis and development systems resulting in the initiation, in any respect academic levels of ways and materials best suited to sanctioning totally various categories and kinds of scholars to amass a communicative competence acceptable to their specific requirements.

#### ***2.4.2 Aesthetic Applies of Language***

Common European Framework of Reference for Languages (2001) emphasizes the use of literature to enhance English language proficiency, highlighting literature as a method for aesthetically engaging with language in language instruction. The creative and imaginative use of language is considered essential both academically and artistically. Aesthetic activities involving literature can take various forms, such as oral or written activities that involve the production, reception, and performance of literary texts.

It is important to note that the review presented here does not intend to belittle or devalue literature as a significant aspect of language studies in higher secondary and higher education. On the contrary, national and regional literature plays a vital role in contributing to European cultural heritage, and the Council of Europe recognizes it as "a valuable common resource to be protected and developed" (CEFR, 2012). Beyond its aesthetic value, literary studies serve multiple educational purposes, including intellectual, moral, emotional, linguistic, and cultural aspects. Teachers of literature at all levels are likely to find several elements of the Common European Framework relevant to their concerns and beneficial in defining their objectives and strategies more clearly.

In conclusion, literature, encompassing short stories, novels, and poetry, goes beyond being just the production, reception, and performance of literary texts. It is

recognized as a valuable resource for cultural heritage and serves aesthetic uses in language education. Moreover, literary studies have a broader scope, serving various educational purposes, including intellectual, ethical, emotional, linguistic, and cultural aspects. The Common European Framework of Reference for Languages (CEFR) supports the incorporation of literature at all educational levels, suggesting that teachers can find relevant sections of the CEFR Framework to address educational concerns and make aims and methods more apparent, especially in language classrooms to enhance learners' educational purposes (CEFR, 2001).

### *2.4.3 Productive Activities and Strategies for Speaking Skills in CEFR*

**Table 5 Sustained Monologue: Describing Experience**

CEFR level	SUSTAINED MONOLOGUE: Describing experience
C2	<ul style="list-style-type: none"> <li>● Can give clear, smoothly flowing, elaborate and often memorable descriptions.</li> </ul>
C1	<ul style="list-style-type: none"> <li>● Can give clear, detailed descriptions of complex subjects.</li> <li>● Can give elaborate descriptions and narratives, integrating sub-themes, developing points, and rounding off with an appropriate conclusion.</li> </ul>
B2	<ul style="list-style-type: none"> <li>● Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</li> <li>● Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</li> <li>● Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</li> <li>● Can give detailed accounts of experiences, describing feelings and reactions.</li> </ul>

<b>B1</b>	<ul style="list-style-type: none"> <li>● Can relate details of unpredictable occurrences, e.g., an accident.</li> <li>● Can relate the plot of a book or film and describe his/her reactions.</li> <li>● Can describe dreams, hopes, and ambitions.</li> <li>● Can describe events, real or imagined.</li> <li>● Can narrate a story.</li> </ul>
	<ul style="list-style-type: none"> <li>● Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g., people, places, a job, or study experience.</li> <li>● Can give short, basic descriptions of events and activities.</li> <li>● Can describe plans and arrangements, habits and routines, past activities, and personal experiences.</li> </ul>
<b>A2</b>	<ul style="list-style-type: none"> <li>● Can use simple descriptive language to make brief statements about and compare objects and possessions.</li> <li>● Can explain what he/she likes or dislikes about something.</li> </ul>
	<ul style="list-style-type: none"> <li>● Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places, and possessions in simple terms.</li> </ul>
<b>A1</b>	<ul style="list-style-type: none"> <li>● Can describe him/herself, what he/she does and where he/she lives.</li> </ul>

According to table 5, Sustained monologue: Describing experience in CEFR B2 is described that person can give more detailed accounts of experiences, describing feelings and reactions than A1 and A2 persons while A1 and A2 persons can use simple descriptive language to make brief statements. Compared with C1 and C2 level, the person can give clearer, more smoothly flowing, elaborate and often memorable descriptions than the B2 person.

Table 6 Sustained Monologue: Putting a Case

CEFR level	SUSTAINED MONOLOGUE: Putting a case (e.g., in a debate)
C2	<ul style="list-style-type: none"> <li>● No descriptor available</li> </ul>
C1	<ul style="list-style-type: none"> <li>● No descriptor available</li> </ul>
B2	<ul style="list-style-type: none"> <li>● Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</li> <li>● Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</li> <li>● Can construct a chain of reasoned argument:</li> <li>● Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>
B1	<ul style="list-style-type: none"> <li>● Can develop an argument well enough to be followed without difficulty most of the time.</li> <li>● Can briefly give reasons and explanations for opinions, plans and actions.</li> </ul>
A2	<ul style="list-style-type: none"> <li>● No descriptor available</li> </ul>
A1	<ul style="list-style-type: none"> <li>● No descriptor available</li> </ul>

According to table 6, Sustained monologue: putting a case in CEFR B2 is described that person can give more detailed accounts of experiences, describing feelings and reactions than A1 and A2 persons while A1 and A2 persons can use simple descriptive language to make brief statements. Compared with C1 and C2 level, the person can give clearer, more smoothly flowing, elaborate and often memorable descriptions than the B2 person.

Table 7 Addressing Audiences

CEFR level	Addressing audience
<b>C2</b>	<ul style="list-style-type: none"> <li>● Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</li> <li>● Can handle difficult and even hostile questioning.</li> </ul>
<b>C1</b>	<ul style="list-style-type: none"> <li>● Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples.</li> <li>● Can handle interjections well, responding spontaneously and almost effortlessly.</li> </ul>
<b>B2</b>	<ul style="list-style-type: none"> <li>● Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</li> <li>● Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</li> <li>● Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</li> <li>● Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</li> </ul>
<b>B1</b>	<ul style="list-style-type: none"> <li>● Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</li> <li>● Can take follow up questions but may have to ask for repetition if the speech was rapid.</li> </ul>

- 
- A2**
- Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.
  - Can cope with a limited number of straightforward follow up questions.
- 
- A1**
- Can give a short, rehearsed, basic presentation on a familiar subject.
  - Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.
- 
- A1**
- Can read a very short, rehearsed statement – e.g., to introduce a speaker, propose a toast.
- 

According to table 7, Addressing audiences in CEFR B2 is described that person can give a clearer, more prepared presentation, giving reasons in support of or against a particular point of view than A1 and A2 persons while A1 and A2 persons can give a short, rehearsed, basic presentation on a familiar subject. Compared with C1 and C2 level, the person can present a complex topic more confidently and articulately to an audience unfamiliar with it than the B2 person.

Additionally, the qualitative aspects of CEFR B2 spoken language use evaluate what quality of language used to speak in individual. The 5 qualities of CEFR B2 English-speaking skill are described in the qualitative aspects comprised of vocabulary, accuracy, fluency, interaction, and coherence to assess learners in their speaking ability. Table 8 is presented the conclusion of 5 aspects in B2 CEFR spoken language.

Table 8 Common Reference Levels: Qualitative Aspects of Spoken Language

Use in CEFR B2 Level

Common Reference Levels: qualitative aspects of spoken language use in CEFR B2 level	
<b>Range</b>	<ul style="list-style-type: none"> <li>● Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.</li> </ul>
<b>Accuracy</b>	<ul style="list-style-type: none"> <li>● Shows a relatively high degree of grammatical control. Does not make errors which cause mis- understanding and can correct most of his/her mistakes.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>● Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.</li> </ul>
<b>Interaction</b>	<ul style="list-style-type: none"> <li>● Can initiate discourse, take his/her turn when appropriate and end conversation when his/she needs to, though he/she may not always do this elegantly and can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.</li> </ul>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>● Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.</li> </ul>

## 2.5 Critical Thinking

### 2.5.1 Critical Thinking Definition

Critical thinking has been a topic of interest for educators for many years, with several notable figures contributing to its definition. Among these educators are John Dewey (1909), Edward Glaser (1941), Robert Ennis (1989), Richard Paul (1993), and Bloom (1956). In this section, we will delve into the detailed critical thinking definitions provided by these educators.

#### 2.5.1.1 John Dewey's Definition of Critical Thinking as Reflexive Thinking

John Dewey, a prominent American philosopher, psychologist, and educator, is widely regarded as the "father" of the modern critical thinking concept. He referred to it as "reflective thinking" and described it as follows:

"Active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends." (Dewey, 1909)

Furthermore, Fisher (2001) explained that Dewey characterized critical thinking as an "active" process. It contrasts with passive thinking, where individuals merely accept ideas and information from others. Dewey's emphasis lies in actively engaging with information, raising questions independently, and seeking relevant data rather than relying on a largely passive approach of accepting information from others (Fisher, 2001).

The crux of Dewey's definition lies in his emphasis on the "grounds which support" a belief and the "further conclusions to which it tends." In simpler terms, he underscores the importance of the reasons behind our beliefs and the implications that arise from them. Critical thinking, as per Dewey, places significant importance on reasoning, providing

reasons, and evaluating reasoning to the best of our ability. While there are other aspects to critical thinking, skillful reasoning remains a central element.

In conclusion, Dewey (1909) defined critical thinking as the skill of reasoning before making decisions. This means that when a person receives information, they must carefully and persistently think about the reasons behind it before responding or making decisions. The focus is on active engagement with information and skillful reasoning to arrive at well-founded beliefs and decisions.

#### 2.5.1.2 The critical thinking's definition of Edward Glaser, constructing on Dewey's ideas

Edward Glaser identified critical thinking correlated to the central role of reasons and reasoning belonged to the critical thinking tradition. He called "...the methods of logical enquiry and reasoning with more or less skill..." (Glaser, 1941) defined as critical thinking. As Edward Glaser employed test of critical thinking the Watson–Glaser Critical Thinking Appraisal defining critical thinking into 3 facets as:

1. an attitude of being determined to think in a considerate approach and the troubles and issues coming within the scope of one's experience.
2. wisdom of the processes of reasonable analysis and logic.
3. persistent attempt to analyze any principle or expected form of understanding in the light of the data encouraging it and the further decisions to which it manages (Glaser, 1941).

Obviously, this definition is largely due to Dewey's original definition. Glaser refers to "evidence" rather than "reasoning", but the other is similar. The first sentence talks about "attitude" or willingness to think about problems and admits that "logical inquiry and reasoning method" can be used "smartly". The tradition has adopted these two elements and recognized that critical thinking comparatively depends on specific thinking skills, but it is not just having these abilities, but also being willing to employ them (Glaser, 1941).

In brief, Glaser (1941) explained about the critical thinking that it is the methods of logical enquiry and reasoning related to attitude to do or resolve something based on the result of critical thinking skill.

#### 2.5.1.3 The critical thinking's definition of Robert Ennis – a widely used definition

Norris and Ennis (1989) termed critical thinking as decision making which is distinctive from Dewey's definition. One of the most prominent contributors to the enhancement of the critical thinking practice is Robert Ennis; his description, which has earned broad acceptance in the area, is:

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. (Norris and Ennis, 1989)

Generally, Norris and Ennis (1989) described that critical thinking related to belief to do or not to do something from reflective thinking skill.

#### 2.5.1.4 The critical thinking's definition of Richard Paul and 'thinking about your thinking'

In Fisher's (2001) interpretation, Richard Paul gave a definition of critical thinking which looks rather different from the other definitions given above. It is:

Critical thinking is a way of thinking about any topic, subject, or difficulty. In this way, thinkers develop their thinking quality by subtly taking responsibility for their fundamental thinking formation and imposing intellectual principles on it. (Paul, Fisher and Nosich, 1993).

However, McPeck (1981) argued about critical thinking which seems to contradict that of other professionals, that it is not a transferable skill. He asserts:

Therefore, we can say that someone is critical if they have the inclination and ability to approach X with thoughtful skepticism. Furthermore, there is no reason to believe that someone with critical thinking in one field can do the same thing in another field. The transfer of learning skills cannot be assumed through critical thinking, but it must be empirically proven in every situation. (McPeck, 1981:7).

Accordingly, Mcpecks (1981) believes that there is no common skill that can be called critical thinking. Critical thinking depends on the subject. There are no one-size-fits-all skills that can be applied to all fields, so the transfer of critical thinking skills cannot be expected. Generally, it is believed that learners who are familiar with logic and have gained experience in using reasoning in one discipline are likely to apply this skill to another and that this critical thinking can be transferred between specialties. (Kaowiwattanakul ,2012).

#### 2.5.1.5 The Bloom Original Taxonomy

Bloom Taxonomy was described in two versions: the original and the revised Taxonomy. Originally, the original Taxonomy presented carefully established definitions for each of the six key classifications in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Apart from Application, each of these was broken into subdivisions. The types were arranged from uncomplicated to complicated and from concrete to abstract as presented (Krathwoh, 2002).

## Structure of the Original Taxonomy

### 1. Knowledge

Knowledge of specifics, Knowledge of terminology, Knowledge of specific facts, Knowledge of ways and means of dealing with specifics, Knowledge of conventions, Knowledge of trends and sequences, Knowledge of classifications and categories, Knowledge of criteria, Knowledge of methodology, Knowledge of universals and abstractions in a field, Knowledge of principles and generalizations, Knowledge of theories and structures

### 2. Comprehension

Translation, Interpretation, Extrapolation

### 3. Application

### 4. Analysis

Analysis of elements, Analysis of relationships, Analysis of organizational principles

### 5. Synthesis

Production of a unique communication, Production of plan or proposed set of operations, Derivation of a set of abstract relations

### 6. Evaluation

Evaluation in terms of internal evidence, Judgments in terms of external criteria.

At the beginning of the Original Bloom Taxonomy, the term taxonomy was not familiar with the concept of education. Potential users did not understand what this meant; initial attention was paid to the original taxonomy, but as readers realized its potential, the structure became extensively known and mentioned, and was eventually translated into 22 languages (Krathwoh, 2002).

One of the most common uses of Original Bloom Taxonomy is to categorize learning purposes and exam elements to demonstrate the scope or breadth of purposes and elements in multiple classifications. These investigated almost always receive a lot of attention. For the purpose that only needs to identify or search for knowledge, it belongs to the category of knowledge but involves the understanding and use of knowledge. It can be categorized from understanding to comprehensive classification. It is typically found in consideration and used as the base for adjusting the curriculum and testing purposes in more complicated classifications (Bissell and Lemons, 2006).

#### 2.5.1.6 The Revised Bloom Taxonomy

According to Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths and Wittrock (2001) explained the quality of the educational functions of learning, teaching, and evaluation defined in taxonomy, as well as an overview of Bloom's taxonomy research goals.

In the alternative modification, Bloom's first classification was revised by Anderson and Krathwohl (2001) to redefine the range of intellectual characteristics due to the overlap of the conceptual procedure and the information dimension (Bloom, 1956 and Krathwohl, 2002).

#### *2.5.2 Structure of the Cognitive Process in dimension of the revised Taxonomy*

The revised Taxonomy adapted from the State of Minnesota's Language Arts Standards for Grade 12 details (Krathwoh, 2002):

1. Remembering – Retrieving relevant knowledge from long-term memory as Recognizing, Recalling

2. Understanding – Determining the meaning of instructional messages, including oral, written, and graphic communication as Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing
3. Applying – Carrying out or using a procedure in each situation as Executing, Implementing
4. Analyzing – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose as Differentiating, Organizing, Attributing
5. Evaluating – Making judgments based on criteria and standards Checking, Critiquing
6. Creating – Putting elements together to form a novel, coherent whole or make an original product as Generating, Planning, Producing.

Henceforth, the initial three categories are established within a hierarchical framework: basic knowledge, which does not necessitate the application of critical thinking skills; secondary understanding, which expands upon fundamental knowledge yet remains devoid of an explicit requirement for critical thinking; and applications, which demand a heightened level of knowledge accumulation on the part of learners. In contrast, the latter three stages are denoted as advanced skills that inherently entail critical thinking but do not adhere to a strictly hierarchical progression. The proficient application of these advanced skills necessitates a foundational bedrock of knowledge and comprehension of the subject matter. Therefore, it is imperative to provide support across all levels of this continuum (Krathwohl, 2002).

However, while the Cognitive Process and Knowledge dimensions are presented in a hierarchical structure, the distinctions between these classifications are not invariably self-evident. For example, practical knowledge does not consistently manifest as more abstract than conceptual knowledge; an objective centered on analysis or evaluation may inherently involve complex cognitive processes akin to creation. Nevertheless, it is widely accepted that

lower-order thinking competencies serve as the foundation upon which higher-order thinking competencies are constructed. The Knowledge Dimension categorizes four types of knowledge that students should anticipate acquiring or developing, progressing from the concrete to the abstract, as illustrated in Table 9.

**Table 9 The Knowledge Dimension – Major Types and Subtypes (Anderson and Krathwohl, 2001)**

<b>concrete knowledge</b>		<b>abstract knowledge</b>	
<b>factual</b>	<b>conceptual</b>	<b>procedural</b>	<b>metacognitive*</b>
knowledge of terminology knowledge of specific details and elements	knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures	knowledge of subject-specific skills and algorithms knowledge of subject-specific techniques and methods knowledge of criteria for determining when to use appropriate procedures	strategic knowledge knowledge about cognitive tasks, including appropriate contextual and conditional knowledge self-knowledge

### 2.5.3 The Cognitive Process Dimension of the revised Bloom taxonomy

According to the revised Bloom taxonomy, the taxonomy delivers a framework for defining and improving learning purposes. Learning activities usually include a sequence of low-level and high-level thinking skills, as well as concrete and abstract knowledge. Also, The Cognitive Processes dimension is a range of growing cognitive complexity, from low-level thinking skills to high-level thinking skills. Anderson and Krathwohl (2001) identified 19 specific cognitive processes, which further exemplify the scope of the six categories listed in Table 10.

Table 10 The Cognitive Processes Dimension — Categories and Cognitive Processes and Alternative Names (Anderson and Krathwohl, 2001)

lower order thinking skills			higher order thinking skills		
remember	understand	apply	analyze	evaluate	create
recognizing <ul style="list-style-type: none"> <li>identifying</li> </ul> recalling <ul style="list-style-type: none"> <li>retrieving</li> </ul>	interpreting <ul style="list-style-type: none"> <li>clarifying</li> <li>paraphrasing</li> <li>representing</li> <li>translating</li> </ul> exemplifying <ul style="list-style-type: none"> <li>illustrating</li> <li>instantiating</li> </ul> classifying <ul style="list-style-type: none"> <li>categorizing</li> <li>subsuming</li> </ul> summarizing <ul style="list-style-type: none"> <li>abstracting</li> <li>generalizing</li> </ul> inferring <ul style="list-style-type: none"> <li>concluding</li> <li>extrapolating</li> <li>interpolating</li> <li>predicting</li> </ul> comparing <ul style="list-style-type: none"> <li>contrasting</li> <li>mapping</li> <li>matching</li> </ul> explaining <ul style="list-style-type: none"> <li>constructing models</li> </ul>	executing <ul style="list-style-type: none"> <li>carrying out</li> </ul> implementing <ul style="list-style-type: none"> <li>using</li> </ul>	differentiating <ul style="list-style-type: none"> <li>discriminating</li> <li>distinguishing</li> <li>focusing</li> <li>selecting</li> </ul> organizing <ul style="list-style-type: none"> <li>finding coherence</li> <li>integrating</li> <li>outlining</li> <li>parsing</li> <li>structuring</li> </ul> attributing <ul style="list-style-type: none"> <li>deconstructing</li> </ul>	checking <ul style="list-style-type: none"> <li>coordinating</li> <li>detecting</li> <li>monitoring</li> <li>testing</li> </ul> critiquing <ul style="list-style-type: none"> <li>judging</li> </ul>	generating <ul style="list-style-type: none"> <li>hypothesizing</li> </ul> planning <ul style="list-style-type: none"> <li>designing</li> </ul> producing <ul style="list-style-type: none"> <li>constructing</li> </ul>



In addition, in this figure 2, each block shows a sample of a course goal model based on the learning, teaching, and assessment taxonomy: Overview of the Bloom Educational Goal Taxonomy (Heer, 2020), which usually relates to each for different permutations of learning and measurement. This figure 3 are learning goals, not learning activities (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths and Wittrock, 2001)



Figure 2 A Model of Learning Objectives–Based on A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives

### ***2.5.4 Critical Thinking: Abilities and Dispositions***

In this section, the focus is on Critical Thinking: Abilities and Dispositions, and it explores how critical thinking encompasses both learners' abilities and dispositions, which cannot be separated into two distinct components.

Bailin and Siegel (2003) define critical thinking as "the ability and willingness to think appropriately." The first aspect of critical thinking discussed is its skill or ability. This perspective highlights that critical thinking is an active and rational process where individuals carefully consider and evaluate the grounds supporting their beliefs, decisions, and actions. It involves reasoning and the capacity to regulate the validity of arguments presented. The aim of using Literature Circles (LCs) as a tool for teaching critical thinking is to develop students' ability to evaluate evidence-based reasoning.

However, Bailin and Siegel (2003) argue that merely possessing the ability to evaluate reasoning is not sufficient to be a critical thinker. Critical thinkers must also demonstrate certain dispositions or attitudes. This includes traits such as fairness, impartiality, independence, curiosity, and respect for others during group research and discussions. Critical thinking is thus seen as a two-component process, comprising both evaluation and tendency components.

The authors elaborate on the term "skill talk" related to critical thinking skills and dispositions. Some academics criticize the use of the word 'ability' to conceptualize critical thinking, viewing it as an inner entity or possession within individuals. Instead, "skill talk" should be understood as indicating that critical thinking is "skilled" in the sense that it meets relevant standards, not as a reference to internal processes.

Kaowiwattanakul (2012) supports the idea that critical thinking is a fundamental educational ideal, and it involves the conclusive ability to evaluate causes and the willingness to do so. Critical thinking is not limited to a specific departure from creative thinking; it

involves evaluation, analysis, logical dimensions for generating new ideas, and creative and constructive dimensions for evaluating those ideas.

To be critical thinkers, individuals must possess both critical thinking skills and dispositions. The skill component involves the process of generating persuasive reasons to support one's beliefs, judgments, and actions. On the other hand, the disposition component requires individuals to search for causes, evaluate them, and base their beliefs and actions on that evaluation.

In literature study, Kaowiwattanakul (2008) explains that the original Bloom taxonomy can be applied to the development of critical thinking skills at all six levels, from knowledge to synthesis. The specific details of critical thinking skills levels used in literature study are further described by Kaowiwattanakul (2008) in Table 11.

In conclusion, critical thinking involves both abilities and dispositions and cannot be separated into two distinct components. It is a skillful and active process of evaluating reasoning and requires a disposition that values strong arguments and a willingness to seek and evaluate causes before forming beliefs and taking action. Critical thinking can be seen as a fundamental educational standard that encompasses both skills and personal characteristics, and it can be assessed and developed in various academic disciplines, including literature study. In this current study, the levels of critical thinking skills, as delineated by Kaowiwattanakul (2008), were aptly employed to enhance the CT proficiency of EFL learners in the literature classroom. This choice was made because the descriptions of critical thinking levels harmonize with the objectives of literature education and remain consistent with the essence of critical thinking.

Table 11 Levels of Critical Thinking Skills Used in Literature Study

(Kaowiwattanakul, 2008)

Level of critical thinking skills	Descriptions
<b>Lower order thinking skills</b>	
1. <b>Knowledge</b>	<ul style="list-style-type: none"> <li>Identify the story elements: plot, characters, setting.</li> </ul>
2. <b>Comprehension</b>	<ul style="list-style-type: none"> <li>Determine literal meaning of the text.</li> </ul>
3. <b>Application</b>	<ul style="list-style-type: none"> <li>Make connections between the story's message and personal experiences.</li> </ul>
<b>Higher order thinking skills</b>	
4. <b>Analysis</b>	<ul style="list-style-type: none"> <li>Identify an important message/ theme/ main idea of a story.</li> <li>Infer the author's purpose and point of view.</li> <li>Recognize techniques used in making/ writing the text.</li> </ul>
5. <b>Evaluation</b>	<ul style="list-style-type: none"> <li>Make a decision in a particular situation based on a criterion.</li> <li>Judge the validity of an interpretation or statement based on a criterion.</li> </ul>
6. <b>Synthesis</b>	<ul style="list-style-type: none"> <li>Produce or create work by relating knowledge from several areas.</li> </ul>

### ***2.5.5 The Importance of Critical Thinking Development***

In this section, the importance of critical thinking development and assessment are discussed. According to Rotherham and Willingham (2010) report, Critical thinking and problem solving have been factors of human advancement in numerous aspects. Although the critical thinking development is not new for educational department, it is still intensely challenging. As critical thinking is a 21<sup>st</sup> century skill, colleges must be more purposeful about schooling critical thinking, cooperation, and problem solving to all learners, then the treatments are more noticeable.

In addition, skills and knowledge are not separated, knowledge or subject matter exists in many places, but thinking abilities are in the learners' brains. To think critically, learners need knowledge as the basis for knowledge acquisition. In addition, the importance of subject matter in the advancement of thinking poses numerous challenges to the 21st century's ability progress. First, there is a compulsion to pay attention to advanced theoretical thinking too early in the learning process, which has been shown to be ineffective in many modifications in the past. For a rich scoring approach, it will go further than multiple-choice tests to comprise activities that promote creativity, demonstrate how learners get responses, and even promote teamwork (Rotherham and Willingham, 2010).

Similarly, Kaowiwattanakul (2012) also supported that the results from learning can be the appropriate evidence for teacher to measure students critical thinking skill. To evaluate critical thinking level is difficult because CTs is an internal process. When teachers assess students in their CTs ability, they must look at the result of their work in the final stage. The assignment or work which students have done is the evidence of CTs results. The assessment of CTs taken by the teacher responsibility is designed the criteria suited with the objective of the study.

Likewise, Fahim and Sa'eepour (2011) said that critical thinking skills is dynamic for teaching in language classroom especially for students' proficiency and can be adapted in syllabus and educational materials which benefits for teachers, students and test developers as described

As teachers carry huge responsibilities in the classroom, they must be more adaptable and deem learners in the classroom instead of focusing on exams and preparing students for exam results (Kabilan, 2000). "Encourage them to use their thinking and communicate their attitudes, interests, and skills critically and creatively (Fahim and Sa'eepour, 2011).

In conclusion, it is imperative to underscore that the cultivation of critical thinking skills holds significance not only in attaining the attributes requisite for the 21st century but also in nurturing learners' attitudes, knowledge base, and thought processes. While gauging students' achievements is one facet of assessing critical thinking, a more profound evaluation delves into the strategies employed by students to arrive at their responses, as well as the collaborative processes evident through group discussions or brainstorming activities. Hence, the focus of this study centers on accentuating the development of critical thinking skills within the domain of speaking proficiency among EFL learners. This emphasis lies in the evaluation of learners' choice of content and the rationale underpinning their verbal expressions, shedding light on how students employ critical thinking to articulate their responses.

### ***2.5.6 Critical Thinking and Verbal Competency***

Indeed, critical thinking can be defined as the ability to reason when an individual articulates or elucidates issues through verbal or written communication. It constitutes a form of reflexive cognitive processing concerning how one conceives and engages with information. To gauge verbal proficiency and the underlying rationale supporting responses as indicative of their critical thinking aptitude, employing introspective measurement methods is apropos.

Within the realm of introspective measurement, verbal and written expression serves as a pivotal means through which individuals elucidate and expound upon their subject matter. In the context of language assessment, verbal communication, encompassing speaking, serves not only as an evaluation of linguistic competence but also as a window into an individual's thought processes. This is because oral and written expression signifies the culmination of the cognitive journey, wherein data and information are initially gathered through listening and reading skills, before being presented through speaking and writing skills. Consequently, assessing the levels of critical thinking in spoken language provides insights into how students articulate their thoughts with critical thinking acumen, and to what degree (Mackey and Gass, 2005).

### ***2.5.7 Critical Thinking Assessment***

In this section, the critical thinking assessment is discussed due to it plays an important role on this research to evaluate students critical thinking through the literature activity. The Bloom taxonomy is chosen, and the theory is related to this CTs framework. In addition, Liu, Frankel, and Ruhr (2014) report on a proposed framework for evaluating the critical thinking, which demonstrates the operational definition, structural features, and task types of critical thinking, as well as context and format.

#### **2.5.7.1 Operational Definition of Critical Thinking**

According to Liu, Frankel and Roohr, 2014 study, the operational definition for a next-generation critical thinking assessment adapted from Bloom Taxonomy is presented in Table 11. The framework consists of five scopes, including two analytical scopes such as evaluation of evidence and its use; argument analysis; two comprehensive scopes that measure the ability of students to understand consequences and values and to make their own arguments; and one analysis and comprehensive dimensions such as corresponding dimension: understanding causality and description.

For each of the scales in Table 12, along with a brief explanation and concentrations for the evaluation of each item, an important rational dimension is the evaluation of the test and its use, this dimension reflects the statement in a broader context, the acceptable use from consultants and various sources, and checking for bias and assessing how well the rationale supports the belief that it was presented. This dimension is based on the definitions and descriptions of many current frameworks that include critical thinking, as well as

assessments of critical thinking such as the Problem-Solving Framework of the International Student Assessment (PISA) (Berg, 2014).



Table 12 Framework for next-generation critical thinking assessment (Liu, Frankel and Roohr, 2014)

Dimensions	Description and rationale	Foci of assessment
<ul style="list-style-type: none"> <li><b>Analytical dimensions</b></li> </ul>	<ul style="list-style-type: none"> <li>Evidence supporting the position can be assessed separately from sophisticated</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the evidence in a broader context</li> </ul>
<ul style="list-style-type: none"> <li><b>Evaluate evidence and its use</b></li> </ul>	<ul style="list-style-type: none"> <li>In the assessment contact point, the actual evidence base can be related to source estimates and/or biases, but it can also be assessed independently</li> </ul>	<ul style="list-style-type: none"> <li>Consider a broader context, which may include general knowledge, additional background information or additional evidence in the argument</li> <li>Assess the relevance and experience of the source</li> <li>Consider the source (individual, organization, and Documents) evidence included in the reasoning. When evaluating sources, students should be able to consider factors such as relevant experience, information acquisition, etc.</li> </ul>
<ul style="list-style-type: none"> <li><b>Synthetic dimensions</b></li> </ul>	<ul style="list-style-type: none"> <li>The measurement recognizes that students must not only be able to understand and evaluate the</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the possibility of bias in the proposed evidence</li> <li>Consider the possible biases of the person who provided or provided the data or other sources, including the source of the information</li> </ul> <p>Possible motives that may provide true or misleading information</p> <ul style="list-style-type: none"> <li>Make a strong argument: Use reasoning constructions that appropriately link evidence to conclusions</li> </ul>

- 
- **Develop sound and valid arguments**
    - arguments of others, but also develop their own
    - Present a strong argument: select or provide relevant proof as part of a reasonable reason
    - arguments that are valid (based on good arguments)
    - and reliable (valid and based on good arguments)
- 
- **Relevant to analytical and synthetic dimensions**
    - This dimension is relevant and applicable to all analysis and synthesis dimensions, as it can include consideration of evidence, results, and argument structure, as well as evaluating or generating arguments. Reasons or descriptions play an important role in various critical thinking environments.
  - **Understand causation and explanation**
    - Assess causality, including the difference between causality and association, and consider possible causes or alternative explanations
    - Generate or assess descriptions
-

### 2.5.7.2 Structural Elements and Task Categories of CTs Assessment

To measure the dimensions defined in the design, it is important to consider the types of elements with different structural characteristics and different tasks. These elements provide authentic elements and attractive methods for the test object to interact with the material. More standard multiple-choice question types, short answer questions, and essays (although these types are still available). Table 13 lists some possible structural features that can be used to evaluate critical thinking. Since the target types are specific to the focus of the assessment, and the structural features describe different ways of presenting the targets to achieve the best mixture of measurement reliability and validity, the possible target types are shown separately in Table 13 (Liu, Frankel and Roohr, 2014).

**Table 13 Possible Assessment Structural Features (Liu, Frankel and Roohr, 2014)**

Structural feature	Description
1. <b>Mark material in text</b>	<ul style="list-style-type: none"> <li>This structure requires examinees to mark up a text according to instructions provided.</li> </ul>
2. <b>Select statements</b>	<ul style="list-style-type: none"> <li>From a group of statements provided, examinees select statements that individually or jointly play a particular role.</li> </ul>
3. <b>Create/fill out Table</b>	<ul style="list-style-type: none"> <li>Examinees create or fill in a Table according to directions given.</li> </ul>
4. <b>Produce a diagram</b>	<ul style="list-style-type: none"> <li>Based on material supplied, produce, or fill in a diagram that analyzes or evaluates that material.</li> </ul>

<b>5. Multistep selections</b>	<ul style="list-style-type: none"> <li>● Examinees go through a series of steps involving making selections, the results of which then generate further selections to make.</li> </ul>
<b>6. Short constructed response</b>	<ul style="list-style-type: none"> <li>● Examinees must respond in their own words to a prompt based on text, graph, or other stimuli.</li> </ul>
<b>7. Essay</b>	<ul style="list-style-type: none"> <li>● Based on material supplied, examinees write an essay evaluating an argument made for a particular conclusion or produce an argument of their own to support a position on an assigned topic.</li> </ul>
<b>8. Single- and multiple-selection multiple-choice</b>	<ul style="list-style-type: none"> <li>● Examinees select one or more answer choices from those provided. They may be instructed to select a particular number of choices or to select all that apply. The number of choices offered may vary.</li> </ul>

#### 2.5.7.3 Critical thinking assessment framework by Liu, Frankel, and Roohr (2014)

Liu, Frankel, and Roohr, 2014 explained that each task in Table 14 can be performed in a multiplicity of university-related environments. An important division of context occurs between the qualitative and quantitative areas. Considering the evidence and allegations, the consequences and reasoning structure are equally related to these two fields, although the types and presentation forms of the evidence and allegations may be different. Within and between these fields, there is a broad disciplinary background that is critical to most higher education programs, including: (a) social sciences, (b) humanities, and (c) natural

sciences. Evaluations based on this framework include qualitative and quantitative representations of all these important areas.

**Table 14 Possible Task Types for Next-Generation Critical Thinking Assessment**  
(Liu, Frankel, and Roohr, 2014)

Task type	Description
1. Categorize information	<ul style="list-style-type: none"> <li>Examinees categorize a set of statements drawn from or pertaining to a stimulus.</li> </ul>
2. Identify features	<ul style="list-style-type: none"> <li>Examinees identify one or more specified features in an argument or list of statements. Such features might include opinions, hypotheses, facts, supporting evidence, conclusions, emotional appeals, reasoning errors, and so forth.</li> </ul>
3. Recognize evidence/ conclusion relationships	<ul style="list-style-type: none"> <li>Examinees match evidence statements with the conclusions they support or undermine.</li> </ul>
4. Recognize inconsistency	<ul style="list-style-type: none"> <li>From a list of statements, or an argument, examinees indicate two that are inconsistent with one another or one that is inconsistent with all the others.</li> </ul>
5. Revise argument	<ul style="list-style-type: none"> <li>Examinees improve a provided argument according to provided directions.</li> </ul>
6. Supply critical questions	<ul style="list-style-type: none"> <li>Examinees provide or identify types of information that must be sought in order to evaluate an argument or claim (Godden and Walton, 2007).</li> </ul>
7. Multistep argument evaluation or creation	<ul style="list-style-type: none"> <li>To go beyond a surface understanding of relationships between evidence and conclusions</li> <li>(Supporting, undermining, irrelevant), examinees proceed through a series of steps to evaluate an argument.</li> </ul>

8. Detailed argument analysis	<ul style="list-style-type: none"> <li>● Examinees analyze the structure of an argument, indicating premises, intermediate and final conclusions, and the paths used to reach the conclusions.</li> </ul>
9. Compare arguments	<ul style="list-style-type: none"> <li>● Two or more arguments for or against a claim are provided. Examinees compare or describe possible interactions between the arguments.</li> </ul>
10. Draw conclusion/ extrapolate information	<ul style="list-style-type: none"> <li>● Examinees draw inferences from information provided or extrapolate additional likely consequences.</li> </ul>
11. Construct argument	<ul style="list-style-type: none"> <li>● Based on information provided, examinees construct an argument for or against a particular claim or construct an argument for or against a provided claim, drawing on one's own knowledge and experience.</li> </ul>

In conclusion, the critical thinking evaluation can be used for evaluated learner in various skill such as reading, writing, or speaking skills (Liu, Frankel andRoohr, 2014). However, the critical thinking evaluation found in research is limitedly relevant for use in literary study. In CTs level conclusion, the levels of critical thinking in literary study adapted from Anderson and Krathwohl, 2001; Bloom, 1956 and Kaowiwattanakul, 2008 in figure 4 was applied in this study due to 3 reasons including 1. This table was described with 6 stages of the Revised Bloom Taxonomy related to CTs skill (Anderson and Krathwohl, (2001) 2. Kaowiwattanakul (2008) adapted the Original Bloom Taxonomy into literary studies for critical thinking assessment and 3. The other CTs levels related to CTs skills were not related to literary studies.

Consequently, the figure 3 is explained the adaptation of critical thinking evaluation in literary study which are adapted from Anderson and Krathwohl (2001); Bloom, (1956) and Kaowiwattanakul (2008) presented in figure 3 is used as a critical thinking evaluation in this study.

### Level of critical thinking skills in literary study

(Adapted from Anderson and Krathwohl, 2001; Bloom, 1956; Kaowiwattanakul, 2008)

<b>1. Knowledge</b>
● Identify the story elements: plot, characters, setting
<b>2. Comprehension</b>
● Determine literal meaning of the text.
<b>3. Application</b>
● Make connections between the story's message and personal experiences.
<b>4. Analysis</b>
● Identify an important message/ theme/ main idea of a story.
● Infer the author's purpose and point of view.
● Recognize techniques used in making/ writing the text.
<b>5. Synthesis</b>
● Make a decision in a particular situation based on a criterion.
● Judge the validity of an interpretation or statement based on a criterion.
<b>6. Evaluation</b>
● Produce or create work by relating knowledge from several areas.

*Figure 3* Level of critical thinking skills in literary study

## 2.6 Related Studies

In this part, four types of relevant studies were reviewed correspondingly including literature circle activities, English-speaking ability, critical thinking ability and CEFR studies.

### *2.6.1 Related studies concerning literature circle activities*

Numerous studies have explored the implementation of literature circle activities as independent variables within diverse contexts. These studies have employed a wide array of objectives, teaching methodologies, and instructional approaches. Furthermore, they have meticulously examined variables such as population demographics, research designs, research instruments, and resulting findings. To facilitate a comprehensive review of this body of literature, the following section will present an overview of these studies in chronological order:

In 2016, Widodo conducted an ethnographic classroom study on the use of literature circles in teaching English reading in Indonesian secondary vocational education. The study analyzed micro-interaction topics and discourse, revealing that students actively engaged in text selection. Through discussions with peers, students expanded their vocabulary and exchanged subject knowledge, leading to meaningful learning experiences and language enrichment.

In 2017, Nurhadi explored the development of students' reading comprehension through literature circles. The research aimed to enhance students' reading skills using the literary circle approach. The study adopted a practical classroom research technique, incorporating planning, action, observation, and evaluation stages. The participants were 11th-grade students from MAN Indramayu. The results showed that students' comprehensive reading abilities improved significantly during the LCs learning activities, and

their positive reactions to the literature group further supported the effectiveness of literature circles in enhancing various reading skills.

In 2018, Bunga Noah investigated the use of classroom literature circles as an efficient approach for learning literature and taking extracurricular exams. The study focused on two research questions: 1) How does the use of literature circles affect students' personal responses? 2) How do students perceive the use of literature circles in understanding and interpreting literature? Utilizing both quantitative and qualitative tools such as observations, interviews, personal responses, and questionnaire surveys, the research shed light on the effectiveness of literature circles in promoting all-around development in reading, listening, speaking, and writing skills. The literary circles also facilitated collaborative peer learning, aligned with Malaysia's 21st-century learning vision, and improved students' use of the English language while fostering curiosity and self-assessment.

In 2021, Mary Nerissa T. Castro examined the implementation of literature circle strategies to improve critical thinking skills among 12th-grade ABM students at Cebu Banilad University. The study addressed five specific questions: 1) What were the preliminary examination results of the control group and the experimental group? 2) What were the results after testing the control and experimental groups? 3) Was there a significant difference between the prediction results of the control and experimental groups? 4) Was there a significant difference between the pre-test and post-test scores? 5) Were there significant differences between the test results of the control and experimental groups? Data analysis involved simple percentages, t-tests for related samples, and t-tests for two independent samples. The findings indicated a significant improvement in critical thinking abilities among the subjects in the experimental group compared to the control group. Overall, the study demonstrated that using literature circle strategies in the classroom positively impacted students' critical thinking skills in reading.

### *2.6.2 Related studies concerning English-speaking ability*

Several research studies have explored the use of English-speaking ability as independent variables, conducted across diverse contexts. These studies vary in their objectives, teaching methods, instructional activities, population, research design, instruments, and findings. Below is a chronological presentation of these studies:

In 2018, Kongnawang and Tanunchaitutra conducted a study to investigate the progress of communication skills among seventh-grade English learners using task-based learning and role-playing. The research aimed to assess their English proficiency, with a target of achieving at least 70% proficiency among learners. The study involved 40 EFL seventh-grade students and employed 10 task-based learning and role-playing English lesson plans, a two-part English test, and a satisfaction test. The results showed that learners achieved an average score of 77.63% in terms of communication skills, with 77.50% of learners meeting the proficiency standard. The study also indicated high student satisfaction with task-based learning and role-playing, highlighting the need for continuity in the implementation of such activities, with at least 2–4 hours of weekly learning management.

In 2019, Lakhamja and Tachom investigated the effectiveness of the Triangulation teaching method in enhancing the English proficiency of Thai-English students as a foreign language. The study randomly selected six undergraduates from the fourth-grade students studying Business English 2. The research utilized a qualitative case study approach, and data were collected before and after the test, through recordings and transcriptions, English motivation questionnaires, and student satisfaction surveys. The findings indicated that the Triangulation teaching method positively influenced students' oral communication skills and motivation to learn English as a foreign language in a mixed classroom.

In 2020, Kaowiwattanukul examined the use of literature circles in improving the English ability of engineering students in specific-purpose English classes. The study included 60 third-year electrical students attending a specialized English course in Thailand. The research incorporated eight lesson plans, English tests, standards for assessing oral skills, questionnaires, and semi-structured interviews. The findings revealed a significant improvement in students' oral English ability after participating in literature circles, and students showed a highly positive attitude toward this approach in the English classroom.

In 2020, Nget, Pansri, and Poohongthong explored the impact of Task-Based Instruction (TBI) on the English proficiency and satisfaction of ninth-grade students. The study used language tests and student satisfaction questionnaires to collect quantitative and qualitative data. The analysis demonstrated that TBI significantly contributed to students' oral expression skills and other sub-abilities of the English test group. Students expressed satisfaction with TBI, as it provided a suitable language learning environment, enhanced their oral abilities, and increased their confidence and enthusiasm for learning English. The study suggested conducting TBI experiments over an extended period to observe its long-term impact on language ability and expanding research to explore the efficacy of TBI in different educational institutions and academic levels.

Lastly, in 2020, Onsampant and Kositchaivat compared the English communication skills of undergraduates before and after using problem-based learning. The sample consisted of 35 students, and the study employed question-based learning lesson plans, direct tests of oral English communication skills, and student satisfaction questionnaires. The results indicated a significant improvement in students' communication skills after problem-based learning, and the students expressed high satisfaction with this approach. The study recommended that teachers carefully manage the timing of learning activities during each stage of problem-based learning, allowing students sufficient time for research, analysis,

and debate, while providing opportunities for speaking practice and presenting opinions on problem-solving.

### ***2.6.3 Related studies concerning critical thinking ability***

Various research studies have investigated the use of critical thinking ability as independent variables, conducted in various educational contexts. These studies have diverse objectives, teaching methods, instructional activities, population samples, research designs, instruments, and findings. Below is a chronological overview of these studies:

In 2016, Karimi and Weissi conducted a study to examine the impact of teaching critical thinking abilities on the reading comprehension of Iranian students studying intermediate English as a foreign language. The participants were fifty students randomly divided into an experimental group and a control group. The results indicated that teaching critical thinking abilities positively affected the reading comprehension of ESL learners. The study highlighted the key role of critical thinking approaches in education, confirming the effectiveness of the treatment in improving the reading skills of intermediate English as foreign language learners.

In 2017, Iman conducted an experiment to investigate whether using debates significantly enhanced learners' critical thinking and speaking proficiency and to what extent debates contributed to each facet of critical thinking and speaking proficiency. The study utilized a quasi-experimental design with non-equivalent pretest-posttest control groups. The findings revealed a significant improvement in critical thinking and speaking ability, with high impact demonstrated by debates on all aspects of critical thinking (82.1%). The experimental group outperformed the control group in critical thinking and speaking skills, indicating the efficacy of debates in enhancing these abilities.

In 2019, Avci and Özgenel examined the use of the literature circle technique in the professional development of educators to promote their progress. An action research methodology was employed, involving seven educators from a high school in Istanbul. Over a year, educators from various disciplines read nine books using the literature circle approach, engaging in weekly 2-hour discussions and submitting technical assignments. Data were collected through focus group interviews, questionnaires, and field notes. The study found that the literature circle technique was suitable for educators and contributed to their professional learning, enabling reflective learning, peer learning, and more effective use of literature. Educators also noted the technique's ability to identify individual student differences, fostering a better understanding of students.

In 2020, Sutrisno, Rukmini, Bharati, and Fitriati examined the involvement of literature circles in teaching critical reading to EFL university learners. The study explored the impact of literature circles on the critical reading ability of EFL students in a private university in Semarang, Indonesia. The participants completed a reading assessment using WatsonGlaser and questionnaires to evaluate Critical Awareness of Language (CLA). The results revealed a causal relationship between literature circles as the main independent variable and CLA as a moderator variable. Higher CLA scores were associated with a better understanding of texts. The study also showed that literature circles were more effective than Integrated Technology Instruction and Dialogic Inquiry in teaching critical thinking skills to EFL university students. Learners educated using literature circles scored higher (median of 89.00) compared to those taught with Technology Integrated Instructions (median of 72.20) and Dialogic Inquiry (median of 71.10).

In summary, these studies provide valuable insights into the effectiveness of various approaches in enhancing critical thinking abilities among learners in different educational settings. The findings contribute to our understanding of how teaching strategies can be

optimized to promote critical thinking skills and improve language proficiency in diverse contexts.

#### ***2.6.4 Related studies concerning CEFR use***

Numerous research studies have explored the use of the Common European Framework of Reference for Languages (CEFR) as independent variables in different contexts. Each study had diverse objectives, teaching methods, instructional activities, population samples, research designs, instruments, and findings. The following studies are presented chronologically:

In 2012, Hulstijn, Schoonen, De Jong, Steinel, and Florijn investigated the language skills of adult learners of Dutch as a second language at levels B1 and B2 of oral competence using the CEFR. The study explored the relationship between the oral skills of 181 learners and their language abilities, measured through 8 oral expression tasks. The results indicated that 80 participants were at level B1, and 30 were at level B2 on the CEFR scale. The study identified non-communicative tasks related to productive vocabulary, grammar knowledge, lexical retrieval speed, pronunciation speed, and sentence structure speed. The variations in lexical and grammatical knowledge between B1 and B2 seemed to be a matter of degree rather than categorical distinction.

In 2018, Willcox-Ficzere examined how EFL students at B2 – C2 levels demonstrated their pragmatic speaking skills. The study aimed to evaluate the pragmatic capability of EFL students by using task plans that allowed investigation of long oral discourse and identified criteria features defining pragmatic capability. The study employed a mixed-method approach, comprising monological and dialogical tasks, followed by a semi-structured interview. The findings indicated that students' pragmatic capability extended

beyond language organization and involved the use of various pragmatic language resources.

In 2019, Razali conducted a study on CEFR-based English-speaking self-assessments by Malaysian learners. The aim was to investigate how learners from two English-speaking universities in Malaysia rated their own speaking skills according to CEFR levels. The study involved 133 senior learners from a Malaysian Comprehensive Public University and 100 senior learners from a Malaysian Middle University. The results revealed that most learners from the Comprehensive Public University believed they were at the B2 level in oral communication and production, while learners from the Middle University assessed themselves at the CEFR B1 level.

In 2019, Worawong, Charttrakul, and Damnet explored how Thai learners' oral language experience with the CEFR-PBA could be improved through the oral presentation technique. The study focused on 44 third-year learners studying English at a Thai Rajabhat university. The research employed action research and case studies, analyzing language strategies and non-verbal communication (NVC) approaches used by the learners during oral presentations. The results revealed that learners effectively employed speaking from memory as their primary strategy (100%), and hand motion was the most frequently used NVC approach (100%). The study supported the use of oral presentation techniques to enhance Thai learners' oral abilities, integrating verbal and non-verbal communication.

For a clearer understanding of the conclusions from these related studies and to facilitate exploration and comparison, a summarized presentation was provided in Table 15, categorizing the researchers, skill enhancement, methodologies, data collection, research types, and samples in Table 15. These tables offer a comprehensive overview of the key aspects explored in each study.

Table 15 Related Studies' Conclusion

Related studies concerning literature circle activities						
Researchers	Language / skill enhancement	Methodology / Equipment	Data		Research type	Samples
			Quantitative	Qualitative		
Widodo (2016)	English reading	Interview, observation	✓	✓	Mixed method	EFL
Nurhadi (2017)	English reading	Observation, questioner, interview, and pre-action test	✓	✓	Action	EFL
Bunga Noah (2018)	English writing	Observations, interviews, personal responses, and questionnaires	✓	✓	Mixed method	EFL
Mary Nerissa T Castro (2021)	English reading, critical thinking	Pretest and posttest	✓	-	Quasi-experimental	ESL

**Related studies concerning English-speaking ability**

Researchers	Language / skill enhancement	Methodology / Equipment	Data		Research type	Samples
			Quantitative	Qualitative		
Kongnawang and Tanunchaiutra (2018)	English speaking	Pretest and posttest, satisfaction test	✓	-	Experimental	EFL
Lakhamja and Tachom (2019)	English speaking	Pretest and posttest, questionnaire, survey	✓	✓	Experimental	EFL
Kaowiwattanakul (2020)	English speaking	Pretest and posttest, questionnaire, interview	✓	✓	Mixed method	EFL
Nget, Pansri and Poohongthong (2020)	English speaking	Pretest and posttest, questionnaire	✓	✓	Quasi- experimental	EFL
Onsompant and Kositchaivat (2020)	English speaking	Pretest and posttest, survey	✓	✓	Experimental	EFL

**Related studies concerning critical thinking ability**

Researchers	Language / skill enhancement	Methodology / Equipment	Data		Research type	Samples
			Quantitative	Qualitative		
Karimi and Veisi (2016)	Critical thinking, English reading	Pretest and posttest	✓	-	Experimental	EFL
Iman (2017)	Critical thinking, English speaking	Pretest and posttest	✓	-	Experimental	EFL
Avci and Özgenel (2019)	Teachers' professional	Interviews, questionnaire, field notes	-	✓	Action	EFL
Sutrisno, Rukmini, Bharati and Fitriati (2020)	Critical thinking, English reading	Questionnaire	✓	-	Experimental	EFL

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 Related studies concerning CEFR use
 

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Researchers	Language / skill enhancement	Methodology / Equipment	Data		Research type	Samples
			Quantitative	Qualitative		
Hulstijn, Schoonen, De Jong, Steinel, and Florijn (2012)	English speaking	Test, questionnaire	✓	-	Action	EFL
Willcox-Ficzere (2018)	English speaking	Pretest and posttest, interview	✓	✓	Action	EFL
Worawong, Charttrakul, and Damnet (2019)	English speaking	Oral presentation	✓	✓	Mixed method and case study	EFL
Razali (2019)	English speaking	Questionnaire, self-assessment	✓	✓	Quasi-experimental	EFL

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In conclusion, as gleaned from the summarized data in Table 15, several studies have delved into the realms of literature circle activities, English-speaking ability, critical thinking skills, and the integration of CEFR in the context of EFL learners. Within the domain of literature circle activities research, most of these studies have employed a mixed-methods approach, encompassing both quantitative and qualitative data collection.

Notably, secondary school-level EFL participants have been a primary focus, with a predominant emphasis on the development of reading skills, while the cultivation of speaking skills has not occupied a central role. Moving on to research concerning English-speaking ability, a similar pattern emerges, encompassing a mix of quantitative and qualitative data collection methods. Once again, EFL participants from secondary schools have been the central cohort, albeit with less prominence placed on the amalgamation of speaking and critical thinking skill development in the related studies.

Regarding research on critical thinking skills, a majority of the studies have predominantly relied on quantitative data collection methods, often featuring the participation of EFL learners and teachers. Commonly employed methodologies include pretest and posttest assessments, alongside the use of questionnaires, while interviews have not been extensively utilized.

Conversely, investigations pertaining to the utilization of CEFR encompassed the collection of both quantitative and qualitative data, primarily involving EFL university learners as participants. It is worth noting that fewer studies have chosen secondary students as participants when exploring the application of CEFR. Furthermore, there exists a limited body of research that comprehensively integrates all four aspects—literature circle activities, English-speaking ability, critical thinking skills, and CEFR—in the context of EFL studies.

Hence, this study endeavors to probe novel facets and employ innovative methodologies in investigating the impact of literature circle activities on enhancing CEFR B2 English-speaking ability and critical thinking skills among EFL learners. By comprehensively

exploring these dimensions, this research aims to make a meaningful contribution to the existing landscape of EFL education, offering valuable insights for language educators and researchers alike.



## CHAPTER III

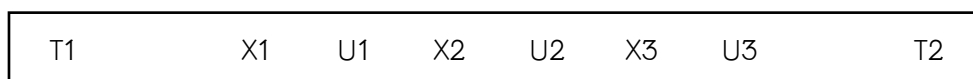
### METHODOLOGY AND DATA COLLECTION

#### Research Methodology

Chapter 3 provides an overview of the research methodology and data collection employed to examine the impact of utilizing literature circle activities on the development of CEFR B2 English-speaking and critical thinking skills among EFL learners. It also explores the attitudes of EFL learners towards the utilization of literature circle activities for the enhancement of both English-speaking and critical thinking skills. This chapter will present comprehensive information regarding the research design, participants, research instruments, data collection procedures, and data analysis techniques.

#### Research Design

This study was a single group repeated measure designed research study which had a repeated experimental test. The English-speaking test was used to measure students' English-speaking skill and the critical thinking test was used to measure students' critical thinking skills. Both tests were taken separately in Pre-test, Posttest (T1 and T2) and the 3-unit tests (U1, U2 and U3) which was taken after each treatment (X1, X2 and X3). Finally, students were required to take an interview for attitude data. The independent variables are the literature circles activities based on Reader Response theory. The dependent variables are English-speaking skill and critical thinking skill. The research design is presented in Figure 4.



**Figure 4 Research Design**

- T refers to English-speaking and critical thinking Pre-test and Posttest
- X refers to treatments or lesson plans which are the literature circles activities based on Reader Response theory
- U refers to unit tests taken after the treatments

#### **Population and Participants**

For this study, researcher chose the purposive participants from the population in upper secondary school students in education of Thailand. The purposive participants was from science classroom students who enrolled in a compulsory English subject, fundamental English, Demonstration school University of Phayao and systematically categorized into 3 level including low, medium, and high English proficiency from the previous English subject score. Therefore, there are totally 9 participants taken in the tests.

The researcher proposed the Mattayom 4 English core subject to be an experimental class, in the second semester of 2021 academic year. The research was engaged in 4 weeks with 12 classroom periods and each period was taken in 50 minutes.

## Research Instruments

There are 4 research instruments used in this present study including 1. lesson plans of literature circles activities, 2. CEFR B2 English-speaking skills test, 3. critical thinking test and 4. students interview questions. Lesson plans of literature circles activities used for employing English-speaking and critical thinking skills development. English-speaking and critical thinking test used for collecting English-speaking and critical thinking skills data, and students' interview used for gaining students' attitude towards using the literature circles activities. The entire research instruments are explained as follow:

### *3.1 Lesson Plans of Literature Circles Activities*

The researcher designs 4 weeks of lesson plans based on the literature circles activities. The teaching procedures are integrated from the CEFR B2 English-speaking instruction (CEFR, 2001) and the literature circles activities (Daniels, 2002; Shelton-Strong, 2012) based on Reader Response theory (Iser, 1978; Rosenblatt, 1938, 1978). In this section, text selection and the details of LCs lessons plan are explained.

#### **3.1.1 Text selection**

Text selection was considered with three aspects proposed by CEFR B2 (2001). According to CEFR B2 (2001), texts were considered based on language use and vocabulary that aligns with the CEFR B2 framework, considering the students' English proficiency level from the text analyzer of Pearson official website (The GSE Teacher Toolkit) <https://www.english.com/gse/teacher-toolkit/user/textanalyzer>. Furthermore, in the context of reading as a leisure activity from CEFR (2001), the selection of literary texts for teaching involves six key concepts, including:

1. Length, variety of texts, and whether there are illustrations.

2. Types of texts, ranging from simple descriptions of people and places to different types of narrative texts, contemporary and classical writings in various genres.
3. Topics, covering everyday topics (e.g., hobbies, sports, leisure activities, animals), concrete situations, and a full range of abstract and literary topics.
4. Type of language used, ranging from simple to stylistically complex.
5. Ease of reading, ranging from guessing with the help of images to reading with a large degree of independence and appreciating the variety of texts.
6. Depth of understanding, ranging from understanding the main points and outlines to grasping implicit as well as explicit meanings.

The process of literary text selection involved the engagement of three experts with substantial experience in this domain. Their expertise was harnessed to validate the instrument's validity through the utilization of rating scales. Subsequently, five literary texts were meticulously chosen for inclusion in the literature circle (LCs) lesson plans. These selections were made with careful consideration of the CEFR B2 qualities delineated in Table 16.



Table 16 Text Selection Based on CEFR B2 Framework in Reading as Leisure Activities

Literary texts		CEFR B2 framework in reading as leisure activities by CEFR (2001)							
Author	CEFR	Length	Types	Theme and topic	Type of language	Ease of reading	Depth of understanding	Appropriated language use	Appropriated vocabulary
	B2	(Word count)	of text		language				
<b>Home</b>	✓	857	Narrative	— Physical house and family togetherness — Social class	Mixed	✓	Explicit	✓	✓
<b>Cousin</b>	✓	920	Narrative	— Sacrifice — Selfish	Mixed	✓	Explicit	✓	✓
<b>tribulation's Story</b>									
<b>The Aged Mother</b>	✓	997	Narrative	— Love of mother — Devotion	Mixed	✓	Explicit	✓	✓
<b>The Kiss</b>	✓	1014	Narrative	— Passion and money — Self-discovery and identity	Mixed	✓	Explicit	✓	✓

(<https://www.english.com/gse/teacher-toolkit/user/textanalyzer>)

### 3.1.2 Lesson plans

This part presents the lessons plan for developing CEFR B2 English–speaking skills and critical thinking skills based on Reader Response theory (Iser, 1978; Rosenblatt, 1938, 1978). Lesson plan 1 is presented in this part, for other lesson plans are presented in Appendix 2.

#### Lesson plan 1

#### Lesson plan of Literature circles activities for CEFR B2 English–speaking and critical thinking skill development

**Objective:** The students will be able to achieve CEFR B2 English–speaking skills (CEFR, 2001) and the 6 levels of critical thinking skills in literary study (adapted from Anderson and Krathwohl, 2001; Bloom, 1956; Kaowiwattanakul, 2008) including:

1. To develop English–speaking skills by using the literature circle activities for EFL Learners
2. To develop critical thinking skills by using the literature circle activities for EFL Learners

### Level of critical thinking skills in literary study

1. **Knowledge**
  - Identify the story elements: plot, characters, setting
2. **Comprehension**
  - Determine literal meaning of the text
3. **Application**
  - Make connections between the story's message and personal experiences
4. **Analysis**
  - Identify an important message/ theme/ main idea of a story, infer the author's purpose and point of view, and recognize techniques used in making/ writing the text
5. **Evaluation**
  - Make a decision in a particular situation based on a criterion and judge the validity of an interpretation or statement based on a criterion
6. **Synthesis**
  - Produce or create work by relating knowledge from several areas.

Period	Time (minutes)	Procedure in		Reader Response theory		Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
		Building schema knowledge (Preparation)	Students' role	Teacher's role				
1	50	<ul style="list-style-type: none"> <li>Students are required to take the CEFR B2 English-speaking skills pretest and critical thinking skills pretest. (Home by Gwendolyn Brooks).</li> </ul>	-	<ul style="list-style-type: none"> <li>Teacher tests learners.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	1. CEFR B2 English-speaking skills test and its rubric. 2. Critical thinking test.	
2	10	<ul style="list-style-type: none"> <li>Teacher gives explanation of literature circles activities, its implementations, and roles to students.</li> <li>Teacher introduces background information about literary texts to students.</li> <li>Teacher review CEFR B2 words, plot, characters, setting and theme of the literary texts</li> </ul>	-	<ul style="list-style-type: none"> <li>Teacher encourages learners schema knowledge.</li> <li>Stimulate old knowledge and experiences to expect or predict new events from upcoming stories.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> </ul>	-	-	

- Students choose their LCs roles which have different tasks including *Discussion leader*, *Summarizer*, *Connector*, *Word master*, *Passage person* and *Artistic adventurer*.

Period	Time (minutes)	Procedure in engaging in literary text (Discussing)	Reader Response theory		Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role			
2	10	<ul style="list-style-type: none"> <li>• Students read Home by Gwendolyn Brooks individually.</li> <li>• Students determine literal meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners switch roles to active readers or from passive readers to active readers, more focused on interacting with the text rather than being the only receiving reader.</li> </ul>	-	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> </ul>	-	-
2	30	<ul style="list-style-type: none"> <li>• Students take their own LCs roles to work in group including <u>Discussion leader</u>, <u>Summarizer</u>, <u>Connector</u>, <u>Word master</u>, <u>Passage person</u> and <u>Artistic adventurer</u>.</li> <li>• Students select discussion topics about literary texts and then reflect and share viewpoints speaking English within group members.</li> <li>• Students complete their own LCs tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	-	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Evaluation</li> <li>• Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabularies</li> <li>• Accuracy</li> <li>• Fluency</li> <li>• Interaction</li> <li>• Coherence</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking guidelines for development</li> </ul>



### *3.2 CEFR B2 English–Speaking Skills Test*

The CEFR B2 English–speaking skills tests were conducted using a semi–structured interview format for the nine participants in the study, encompassing Pre–test, posttest, and unit tests. The researcher formulated the questions for the CEFR B2 English–speaking skills test based on five literary texts that the students had studied, and the revised Bloom Taxonomy framework (1956).

Specifically, the framework used to evaluate the speaking skills test was referenced from the CEFR B2 qualitative aspects of spoken language use, covering five qualities: vocabulary, accuracy, fluency, interaction, and coherence (CEFR, 2001). Each participant was individually required to take the tests after undergoing the treatment.

The five qualities assessed in the CEFR B2 English–speaking skills tests can be described as follows:

1. **Vocabulary:** This section evaluated the test takers' ability to use CEFR B2 level vocabulary while speaking.
2. **Accuracy:** Here, the test takers were assessed on their capability to accurately provide information related to the questions.
3. **Fluency:** This part gauged the test takers' skill in maintaining a comprehensible flow of speech, even while pausing for grammatical and lexical planning.
4. **Interaction:** The focus of this section was to examine the test takers' ability to confidently engage in simple face–to–face conversations on topics they had studied.
5. **Coherence:** In this segment, the test takers were tested on their proficiency in linking a series of shorter, discrete elements into a connected and linear sequence of points.

In summary, the CEFR B2 English–speaking skills test employed a semi–structured interview approach, enabling the collection of quantitative data. To assess the consistency of evaluation decisions made by different assessors in this research, Inter–rater reliability

was utilized. The interviews were conducted on-site at the school and recorded for analysis. Additionally, to validate the instrument's efficacy, the CEFR B2 English-speaking skills questions were subjected to scrutiny by three experts well-versed in CEFR B2 English-speaking skills assessment. The result, as indicated by the Index of Item, Objective Congruence (IOC), was reported to be 0.85, with a range spanning from 0.56 to 1.0.

### *3.3 Critical Thinking Skill Test*

The critical thinking skill test was conducted individually, and it involved short-response tasks in English language writing. The test was administered to the 9 participants and took place at the school where the study was conducted. For assessing critical thinking skills, the present study utilized the revised Bloom Taxonomy framework (1956) which includes levels of cognitive complexity from the simplest to the most complex thought processes. These levels were adapted from Anderson and Krathwohl (2001), Bloom (1956), and Kaowiwattanakul (2008). Specifically, the analysis, evaluation, and synthesis levels were employed to assess the students' critical thinking skills. These levels encompassed skills such as identifying, inferring, recognizing, decision-making, judging, and reflecting, as presented in Table 17.

Table 17 Level of critical thinking skills used in literature study

(Kaowiwattanakul, 2008)

Level of critical thinking skills	Descriptions
1. Knowledge	<ul style="list-style-type: none"> <li>● Identify the story elements: plot, characters, setting.</li> </ul>
2. Comprehension	<ul style="list-style-type: none"> <li>● Determine literal meaning of the text.</li> </ul>
3. Application	<ul style="list-style-type: none"> <li>● Make connections between the story's message and personal experiences.</li> </ul>
4. Analysis	<ul style="list-style-type: none"> <li>● <b>Identify</b> an important message/ theme/ main idea of a story.</li> <li>● <b>Infer</b> the author's purpose and point of view.</li> <li>● <b>Recognize</b> techniques used in making/ writing the text.</li> </ul>
5. Evaluation	<ul style="list-style-type: none"> <li>● <b>Make a decision</b> in a particular situation based on a criterion.</li> <li>● <b>Judge</b> the validity of an interpretation or statement based on a criterion.</li> </ul>
6. Synthesis	<ul style="list-style-type: none"> <li>● Produce or create work by relating knowledge from several areas.</li> </ul>

The critical thinking skill questions was sent to three experts who are experienced in critical thinking skill assessment to validate the instrument validity and the IOC result (Index of Item, Objective Congruence : IOC) was presented as in a value of 0.87, with the range ranging from 0.58 to 1.0.

### *3.4 Student's Interview*

The interview was derived by the researcher through a thorough literature review. It consisted of three parts, namely: 1. the overall attitude toward using literature circle activities, 2. the attitude toward CEFR B2 English-speaking skills development, and 3. the attitude toward critical thinking skills development. The purposes of the interview were as follows: 1. To investigate students' attitudes toward using literature circle activities for instruction, 2. To explore students' attitudes toward CEFR B2 English-speaking skills and critical thinking skills development through the use of literature circle activities for instruction.

The interviews were conducted in a face-to-face format using the Thai language. They were audio-recorded and took place at the school. The student interview questions were sent to three experts experienced in interview assessment to validate the instrument's validity, and the IOC result (Index of Item, Objective Congruence : IOC) was reported to be 0.84, with the range ranging from 0.53 to 1.0.

In conclusion, each lesson plan integrated five aspects of CEFR B2 qualitative spoken language use from the common reference level in CEFR (2001). These aspects included vocabulary, accuracy, fluency, interaction, and coherence, along with critical thinking skills from the six levels proposed by the revised Bloom Taxonomy (Bloom, 1956) as proposed by Anderson and Krathwohl (2001); Bloom (1956) and Kaowiwattanakul (2008), which consisted of remembering, understanding, applying, analyzing, evaluating, and creating. The details of literature circle activities with CEFR B2 English-Speaking and critical thinking skill development in each lesson plan are presented in Figure 5.

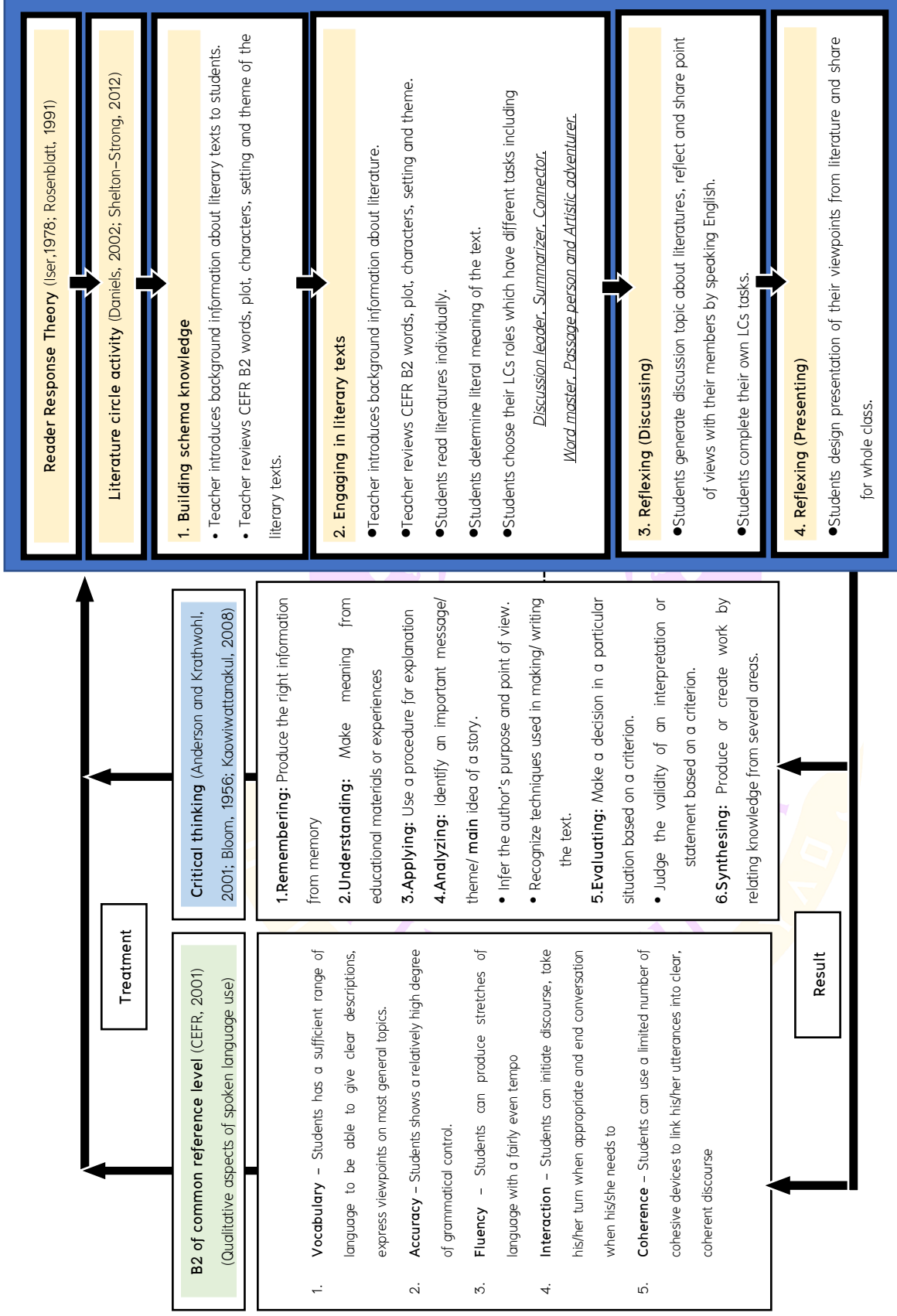


Figure 5 Literature Circle Activities with CEFR B2 English–Speaking and Critical Thinking Skills Development

### Data collection

Before the participants were taught by the LCs instruction, they were examined for pretest of English-speaking and critical thinking skills. Then, the researcher implemented lesson plan 1 of the LCs instruction (see Appendix 1). After the instruction of lesson plan 1, the participants were examined for unit test 1. Furthermore, the researcher implemented lesson plan 2. After the instruction of lesson plan 2, the participants were examined for unit test 2. Subsequently, the researcher employed lesson plan 3. After the instruction of lesson plan 3, the participants were examined for unit test 3. Finally, the researcher employed lesson plan 4. After the instruction of lesson plan 4, the participants were examined for the posttest. Additionally, the students were requested to complete the interview about the literature circles activities after the posttest. The data collection process is presented in Figure 6.



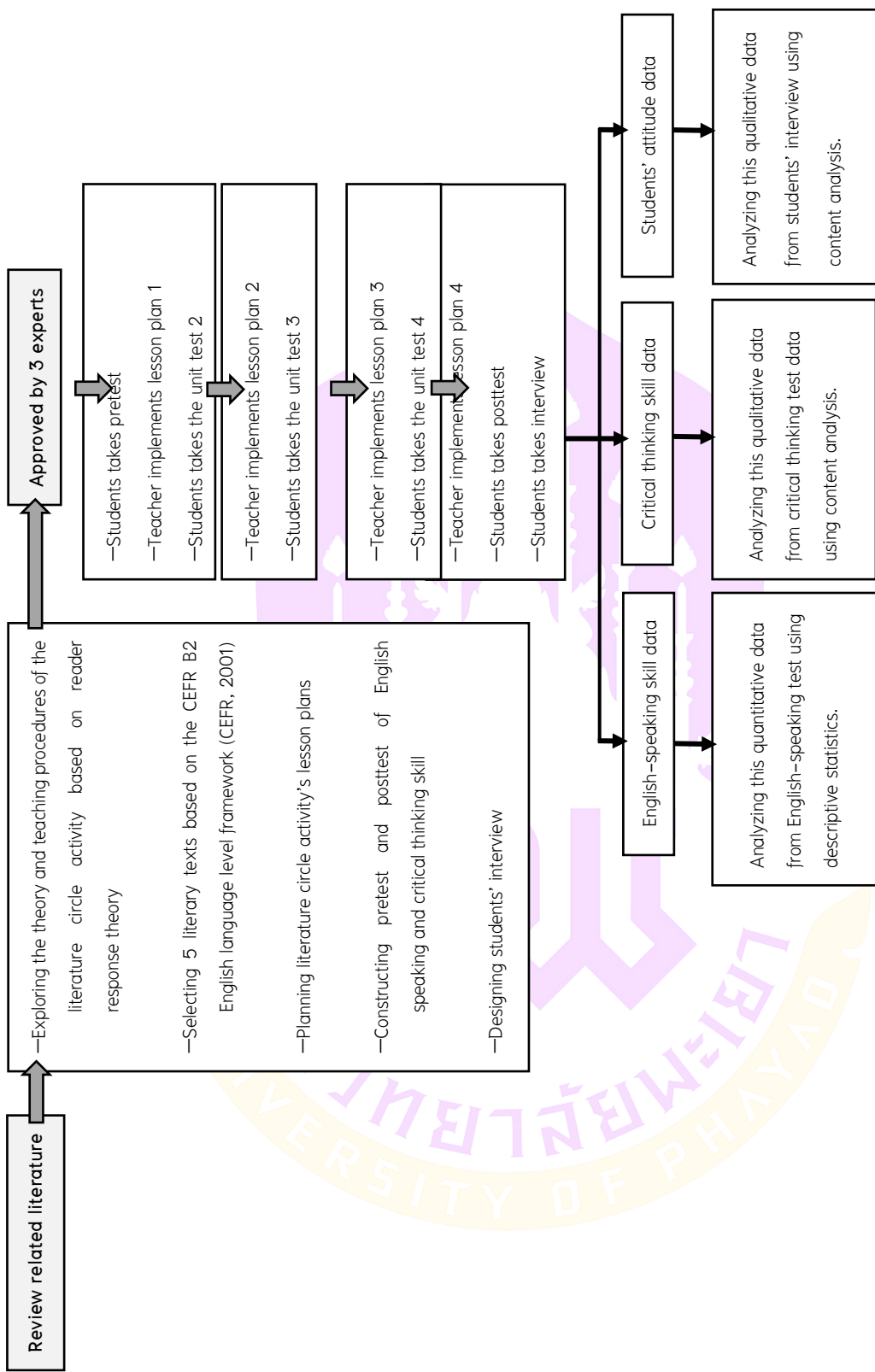


Figure 6 Data Collection

## Data analysis

The data collected for this study comprised three distinct sources: CEFR B2 English-speaking skills tests, critical thinking skills tests, and student interviews. To address the three research questions, the data underwent the following analyses:

Firstly, in response to the initial research question pertaining to how the utilization of literature circle activities enhances the English-speaking skills of EFL learners at the B2 level within the CEFR framework, quantitative data extracted from all English-speaking skills tests were subject to analysis through descriptive statistics. This analysis encompassed five key components: Arithmetic Mean ( $\bar{x}$ ), Median (Mdn), Mode (Mo), Range (R), and Standard Deviation (S.D) (Mackey and Gass, 2005).

Subsequently, to tackle the second research question regarding the enhancement of EFL learners' critical thinking skills through the utilization of literature circle activities, qualitative data from all critical thinking skills tests were subjected to content analysis. This method facilitated an in-depth exploration of the critical thinking skill data.

Both the CEFR B2 English-speaking skills tests and the critical thinking skills tests were subjected to Inter-rater reliability assessment. This process aimed to gauge the level of consensus among different assessors concerning their evaluation decisions for these tests. Inter-rater reliability serves as a quantitative metric to measure the degree of agreement in subjective ratings provided by three independent raters. In the context of this study, a high level of Inter-rater reliability signifies that the evaluations rendered by multiple raters with regard to both the CEFR B2 English-speaking skills tests and the critical thinking skills assessments were consistently aligned (Gwet, 2014; Mackey and Gass, 2005).

Lastly, in addressing the third research question regarding learners' attitudes toward the employment of literature circle activities to enhance their English-speaking and critical thinking skills, qualitative data gleaned from post-test interviews with the students were

subjected to content analysis. This method served to illuminate and comprehend the attitudes articulated by the participants concerning the utilization of literature circle activities.

### **Ethical Approval**

Prior to implementing the research instruments, the human ethical approval was obtained from the University of Phayao, Thailand, with the approval number UP-HEC 7326.02/0023.



## CHAPTER IV

### RESULTS

This study focused on utilizing literature circle activities based on Reader–response theory to investigate EFL participants. The participants consisted of nine purposively selected EFL students studying at the upper secondary level in a demonstration school at the University of Phayao, Thailand. The research instruments used in this study included: 1. lesson plans of literature circle activities, 2. CEFR B2 English–speaking skills tests, 3. critical thinking tests, and 4. student interviews.

The findings of the research study were analyzed and presented in three main sections, corresponding to the three research questions. The first section aimed to address the first research question, which was "Does the use of literature circle activities develop the EFL learners' English–speaking skills at the B2 level in the CEFR framework, and to what extent?" The second section focused on the second research question, which was "Does the use of literature circle activities develop the EFL learners' critical thinking skills, and to what extent?" Lastly, the third section explored the third research question, which was "What are the EFL learners' attitudes towards the use of literature circle activities for their English–speaking and critical thinking skills development?"

In Section 4.1, the effect of using literature circle activities on the English–speaking skill development of EFL learners was presented. This effect was categorized into the five qualities of CEFR B2 English–speaking skills, namely vocabulary, accuracy, fluency, interaction, and coherence (CEFR, 2001). The results were displayed in tables for each of these qualities.

#### 4.1 The Effect of Using the Literature circle activities on English–Speaking Skill Development of EFL Learners

To investigate the effect of using the literature circle activities on English–speaking skill development of EFL Learners. The researcher adapted and developed the questions for CEFR B2 English–speaking skills tests from literature review based on the 3 literary texts and the revised Bloom Taxonomy framework (1956).

Specifically, the framework used to evaluate the speaking skills test is referenced from CEFR B2 qualitative aspects of spoken language use in common reference level in 5 qualities including vocabulary, accuracy, fluency, interaction, and coherence (CEFR, 2001). The participants was required to take the tests individually after completing the LC activity.

The 5 qualities of CEFR B2 English–speaking skills tests are described as

1. Vocabulary: In this part, the test takers were tested on the skill to use CEFR B2 vocabulary to speak.
2. Accuracy: In this part, the test takers were tested on the skill to use accurate information associated with questions.
3. Fluency: In this part, the test takers were tested on the skill to keep speaking comprehensibly, even though pausing for grammatical and lexical planning man occur.
4. Interaction: In this part, the test takers were tested on the skill to maintain and close simple face–to–face conversations with confidence on topics they have studied.
5. Coherence: In this part, the test takers were tested on the skill to link a series of shorter or discrete simple elements into a connected and linear sequence of points.

**Table 18 Overall quality result of CEFR B2 English-speaking skill**

English-speaking test (Total converted score = 45 points)	N	Mean Scores ( $\bar{x}$ )	S.D.	Median or Mdn	Min	Max	Range or R	Mode or Mo
Pretest	45	16.83	1.75	16.5	15	20.5	5.5	3
Posttest	45	37.44	2.83	37.5	33.5	41	7.5	7.5
Unit Test 1	45	26.39	3.52	26	22	32	10	5
Unit Test 2	45	30.56	1.81	30.5	28	33.5	5.5	5.5
Unit Test 3	45	34.44	1.47	35	31.5	36	4.5	6.5

In Table: 18, the result of speaking qualities in CEFR B2 English-speaking level was analyzed after teaching the literature circle activities. The total scores for 5 qualities of CEFR B2 English-speaking skills were 45 scores.

The mean scores from the pretest, the 3-unit tests and post-test were compared using descriptive statistics. The result revealed that the participants received a higher mean score of CEFR B2 speaking qualities in the post-test ( $\bar{x} = 37.44$ ) than the pretest ( $\bar{x} = 16.83$ ). When comparing the Max and Min scores between the pretest and post-test, it was found that the min score in the post-test (Min = 33.5) was higher than the max score in the pretest (Max = 20.5).

Furthermore, the participants' overall result of CEFR B2 English-speaking skill test was increasingly improved after teaching the literature circle activities in each unit tests including in unit test 1 ( $\bar{x} = 26.39$ ), unit test 2 ( $\bar{x} = 30.56$ ) and unit test 3 ( $\bar{x} = 34.44$ ) presented that the participants had improved their speaking qualities in CEFR B2 English-speaking level. Therefore, the result confirmed that the literature circle activities affected the participants' speaking qualities in CEFR B2 English-speaking skills in overall 5 qualities of CEFR B2 English-speaking skill presented in Table: 18.

**Table 19 Vocabulary quality result of CEFR B2 English-speaking skill**

English-speaking test	N	Mean	S.D.	Median	Min	Max	Range	Mode
(Total converted score = 9 points)		Scores ( $\bar{x}$ )		or Mdn			or R	or Mo
<b>Pretest</b>	<b>9</b>	<b>3.33</b>	<b>0.43</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>3</b>
<b>Posttest</b>	9	7.5	0.71	7.5	6.5	8.5	2	8
<b>Unit Test 1</b>	9	5.44	0.77	5	4.5	7	2.5	5
<b>Unit Test 2</b>	9	6.28	0.75	7	5	7.5	2.5	6.5
<b>Unit Test 3</b>	9	7	0.5	7	6	7.5	1.5	7

According to Table: 19, the result of vocabulary quality in the CEFR B2 English-speaking level was analyzed after using the literature circle activities. The mean scores ( $\bar{x}$ ) from the pretest, unit test 1, unit test 2, unit test 3 and post-test were presented using descriptive statistics. The result indicated that the participants received a higher mean score of vocabulary quality in the post-test ( $\bar{x} = 7.5$ ) than in the pretest ( $\bar{x} = 3.33$ ). When comparing the Max and Min scores between the pretest, and post-test, it was found that the min score in the post-test (Min = 6.5) was higher than the max score in the pretest (Max = 4) presented that the participants developed vocabulary quality in CEFR B2 English-speaking level after using the literature circle activities. The participants' vocabulary quality performed in CEFR B2 English-speaking skill was improved progressively after receiving the literature circle activities teaching as showed in the unit test result including unit test 1 ( $\bar{x} = 5.44$ ), unit test 2 ( $\bar{x} = 6.28$ ) and unit test 3 ( $\bar{x} = 7$ ). Consequently, the result confirmed that the literature circle activities affected the participants' vocabulary quality progressively at the CEFR B2 English-speaking level presented in Table: 19.

**Table 20 Accuracy quality result of CEFR B2 English-speaking skill**

English-speaking test	N	Mean	S.D.	Median	Min	Max	Range	Mode
(Total converted score = 9 points)		Scores ( $\bar{x}$ )		or Mdn			or R	or Mo
Pretest	9	3.44	0.46	3.5	3	4	1	3
Posttest	9	7.5	0.71	7.5	6.5	8.5	2	8
Unit Test 1	9	5.44	1.1	5	4	7	3	5
Unit Test 2	9	6.22	0.71	6	5.5	7.5	2	5.5
Unit Test 3	9	7	0.5	7	6	7.5	1.5	7

In Table: 20, the result of accuracy quality performed in CEFR B2 English-speaking skill was analyzed after using the literature circle activities. The result showed that the participants received a higher mean score of accuracy quality in the post-test ( $\bar{x} = 7.5$ ) than the pretest ( $\bar{x} = 3.44$ ). When comparing the Max and Min scores between the pretest and post-test, it was found that the min score in the post-test (Min = 6.5) was higher than the max score in the pretest (Max = 4). Furthermore, the participants' accuracy quality performed in CEFR B2 English-speaking skill was progressively improved after receiving the literature circle activities teaching presented in unit test 1 ( $\bar{x} = 5.44$ ), unit test 2 ( $\bar{x} = 6.22$ ) and unit test 3 ( $\bar{x} = 7$ ) presented that the participants developed their accuracy quality in CEFR B2 English-speaking level. Accordingly, the result confirmed that the literature circle activities affected the participants' accuracy quality in CEFR B2 English-speaking skills presented in Table: 20.

**Table 21 Fluency quality result of CEFR B2 English-speaking skill**

English-speaking test	N	Mean	S.D.	Median	Min	Max	Range	Mode
(Total converted score = 9 points)		Scores ( $\bar{x}$ )		or Mdn			or R	or Mo
Pretest	9	3.5	0.66	3	3	4.5	1.5	3
Posttest	9	7.39	0.78	7.5	7	8.5	1.5	7.5
Unit Test 1	9	5.17	1.15	5	4	7	3	5
Unit Test 2	9	6.06	0.68	6	5	7	2	6
Unit Test 3	9	7.06	0.39	7	6.5	7.5	1	7

In Table: 21, the result of fluency quality performed in CEFR B2 English-speaking skill was analyzed after using the literature circle activities. The result revealed that the participants received a higher mean score of fluency quality in the posttest ( $\bar{x} = 7.39$ ) than the pretest ( $\bar{x} = 3.5$ ). When comparing the Max and Min scores between the pretest and post-test, it was found that the min score in the post-test (Min = 7) was higher than the max score in the pretest (Max = 4.5). Also, the participants' fluency quality performed in CEFR B2 English-speaking skill was progressively developed after teaching presented in unit test 1 ( $\bar{x} = 5.17$ ), unit test 2 ( $\bar{x} = 6.06$ ) and unit test 3 ( $\bar{x} = 7.06$ ) presented that the participants developed their fluency quality in CEFR B2 English-speaking level. Consequently, the result confirmed that the literature circle activities affected the participants' fluency quality in CEFR B2 English-speaking skills presented in Table: 21.

**Table 22** Interaction quality result of CEFR B2 English-speaking skill

English-speaking test	N	Mean	S.D.	Median	Min	Max	Range	Mode
(Total converted score = 9 points)		Scores ( $\bar{x}$ )		or Mdn			or R	or Mo
Pretest	9	3.44	0.53	3.5	3	4	1	3
Posttest	9	7.56	0.53	7.5	7	8.5	1.5	7.5
Unit Test 1	9	4.78	0.44	5	4	5	1	5
Unit Test 2	9	6.39	0.7	6.5	5.5	7.5	2	5.5
Unit Test 3	9	7.06	0.63	7	6.5	8	1.5	6.5

In Table: 22, the result of interaction quality in CEFR B2 English-speaking level was analyzed after completing the literature circle activities. The result showed that the participants received a higher mean score of interaction quality in the posttest ( $\bar{x} = 7.56$ ) than the pretest ( $\bar{x} = 3.44$ ). When comparing the Max and Min scores between the pretest and post-test, it was found that the min score in the post-test (Min = 7) was higher than the max score in the pretest (Max = 4). Moreover, the participants' interaction quality performed in CEFR B2 English-speaking skill was increasingly improved after receiving the literature circle activities teaching presented in unit test 1 ( $\bar{x} = 4.78$ ), unit test 2 ( $\bar{x} = 6.39$ ) and unit test 3 ( $\bar{x} = 7.06$ ) showed that the participants developed their interaction quality in CEFR B2 English-speaking level. Consequently, the result affirmed that the literature circle activities affected the participants' interaction quality in CEFR B2 English-speaking skills presented in Table: 22.

**Table 23** Coherence quality result of CEFR B2 English-speaking skill

English-speaking test	N	Mean	S.D.	Median	Min	Max	Range	Mode
(Total converted score = 9 points)		Scores ( $\bar{x}$ )		or Mdn			or R	or Mo
Pretest	9	3.11	0.33	3	3	4	1	3
Posttest	9	7.33	0.56	7	6.5	8	1.5	7
Unit Test 1	9	4.78	0.44	5	4	5	1	5
Unit Test 2	9	5.61	0.33	5.5	5	6	1	5.5
Unit Test 3	9	6.33	0.43	6	6	7	1	6

In Table: 23, the result of coherence quality in CEFR B2 English-speaking level was analyzed after using the literature circle activities. The result presented that the participants received a higher mean score of coherence quality in the posttest ( $\bar{x} = 7.33$ ) than the pretest ( $\bar{x} = 3.11$ ). When comparing the Max and Min scores between the pretest and post-test, it was found that the min score in the post-test (Min = 6.5) was higher than the max score in the pretest (Max = 4). Moreover, the participants' coherence was increasingly improved after receiving the literature circle activities teaching presented in unit test 1 ( $\bar{x} = 4.78$ ), unit test 2 ( $\bar{x} = 5.61$ ) and unit test 3 ( $\bar{x} = 6.33$ ) presented that the participants developed their coherence quality in CEFR B2 English-speaking level. Accordingly, the result confirmed that the literature circle activities affected the participants' coherence quality in CEFR B2 English-speaking skills presented in Table: 23.

The next section describes the effect of using the literature circle activities on critical thinking skill development of EFL Learners.

#### 4.2 The Effect of Using the Literature circle activities on Critical Thinking Skill Development of EFL Learners

In this study, the effect of using the literature circle activities on the development of critical thinking skills in EFL learners was investigated. The critical thinking skill test was conducted individually, and participants were required to respond in writing to short tasks in the English language. This approach was chosen as a means to assess students' critical thinking development.

For the critical thinking skill test, the researcher adapted and developed questions based on the literature review, drawing from the content of the four literary texts used in the study. The framework used to evaluate the critical thinking skill test was derived from the revised Bloom Taxonomy framework (1956) and Kaowiwattanukul (2008). This framework emphasized critical thinking assessment in the context of literature study, and it described different levels of critical thinking skills, as shown in the table below (Anderson and Krathwohl, 2001; Bloom, 1956, and Kaowiwattanukul, 2008):

**Table 11 Level of Critical Thinking Skills Used in Literature Study**  
(Kaowiwattanakul, 2008)

Levels of Critical Thinking Skills	Code	Descriptions
<b>Lower order thinking skills</b>		
1. Knowledge	● LOTS-K	● Identify the story elements: plot, characters, setting.
2. Comprehension	● LOTS-C	● Determine literal meaning of the text.
3. Application	● LOTS-A	● Make connections between the story's message and personal experiences.
<b>Higher order thinking skills</b>		
4. Analysis	● HOTS-A	<ul style="list-style-type: none"> <li>● Identify an important message/ theme/ main idea of a story.</li> <li>● Infer the author's purpose and point of view.</li> <li>● Recognize techniques used in making/ writing the text.</li> </ul>
5. Evaluation	● HOTS-E	<ul style="list-style-type: none"> <li>● Make a decision in a particular situation based on a criterion.</li> <li>● Judge the validity of an interpretation or statement based on a criterion.</li> </ul>
6. Synthesis	● HOTS-S	● Produce or create work by relating knowledge from several areas.

The critical thinking results of pretest, unit test 1, unit test 2, unit test 3 and posttest were analyzed by the level of critical thinking skills, however, the analysis and evaluation stage were emphasized, and the other level were also assessed presented in the next part.

Table 24 Identifying and analyzing in critical thinking skills

Literature			
Main categories = Analysis level (Critical thinking skills)			
Subcategories = Students are able to identify an important message, theme and main idea of a story			
Student's statements			
Higher order thinking skills statements	Lower order thinking skills statements	Code	Level of Critical Thinking Skills Used in Literature Study (Kaowiwattanakul, 2008)
<p><b>Pretest</b></p> <p>(Home by Gwendolyn Brooks)</p>	<p><i>What are some of things you like about your home or hometown? Why?</i></p> <p>Don't want to change because the city is modern and convenient for everyday use. I like it because there are activities together to eat together. (Student No. 01)</p> <p><i>Choose between living in capital and living in rural? Explain</i></p> <p>I choose to live in the countryside, although the city has all the conveniences but sometimes, we want to live together with nature because it will give us peace of mind. (Student No. 03)</p>	<p>(Student No. 01)</p> <p>LOTS – K</p> <p>(Student No. 03)</p> <p>LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting.</p> <p>Knowledge: Identify the story elements: plot, characters, setting.</p>
<p><b>Unit Test 1</b></p> <p>(Cousin Tribulation's</p>	<p><i>Which one will you choose between food and money for donation? Explain</i></p> <p>In my perspective, if I have to choose between money or food for donation, I will choose money because money is easy to</p> <p><i>Which ones you think are more important, local charities or domestic charities?</i></p> <p>I think both local charities or domestic charities are all important. (Student No. 09)</p>	<p>(Student No. 02)</p> <p>HOTS-A</p>	<p>Analysis: Identify an important message/ theme/ main idea of a story.</p>

<p><b>Story by Louisa May Alcott)</b></p>	<p>organize. They can be used for just about anything the food bank needs. <u>It's easy to take donations and put the money in the bank to be used to pay for food or supplies so money is a far more effective way of helping the hundreds of thousands of refugees than sending food.</u> (Student No. 02)</p>	<p>(Student No. 09) LOTS-K Knowledge: Identify the story elements: plot, characters, setting.</p>
<p><b>Unit test 2</b></p> <p><b>(The Aged Mother by Matsuo Basho)</b></p>	<p><u>What are the two things you choose carrying in a forest to survive? Explain</u> In my opinion, the first thing that I will choose is knife because any knife can be a lifesaver in the woods. The knife helps me to clear paths, build shelter, prepare food and hunt for food. Besides, it is a formidable self-defense weapon. The second thing is lighter because I may need to start a fire to keep me warm in icy situations. A fire can also help me cook and scare wild animals away. (Student No. 05)</p>	<p>(Student No. 05) HOTS-A Analysis: Identify an important message/ theme/ main idea of a story.  (Student No. 04) LOTS-K Knowledge: Identify the story elements: plot, characters, setting.</p>
<p><b>Unit Test 3</b></p> <p><b>(The Kiss by Kate Chopin)</b></p>	<p><u>Which do you think are more important between living before married or married before living?</u> Personally, I think living before married is more important. Cohabitation is a great way to test-run a relationship before fully committing to marriage. It creates an environment where couples can really get to know each other while learning how they function as a unit that shares both a living space and a life together. In a nutshell, living before marriage is more important because it allows us to get to know each other more. (Student No. 07)</p>	<p>(Student No. 07) HOTS-A Analysis: Identify an important message/ theme/ main idea of a story.  (Student No. 05) LOTS-K Knowledge: Identify the story elements: plot, characters, setting</p>

<p><b>Posttest</b></p> <p><u>What are some of things you like about your home or hometown? Why?</u></p> <p>(Home by Gwendolyn Brooks)</p> <p>Personally, I think there are a lot of interesting things in my hometown. Whether it's a beautiful view in the morning and evening. Fresh air in the morning, sip the warm tea, shady trees, listen to the birds singing and watch the sunset in the evening from the beautiful mountains. There are so many delicious things to buy in my hometown. <u>In a nutshell Why do I like it? because it is a peaceful place There's a lot of freedom to choose from and we are deeply attached to this place.</u></p> <p>(Student No. 08)</p>	<p>(Student No. 08)</p> <p>HOTS-A</p> <p>Analysis: Identify an important message/ theme/ main idea of a story.</p>
<p><u>Choose between living in capital and living in rural? Explain</u></p> <p>I reckon that I choose living in rural. At the outset, rural areas are close to nature and peace. You don't have to worry about air pollution. You can feel relaxed. On top that, the capital is not good because it has a traffic jam and many people. In a nutshell, rural is better to my lifestyle. (Student No. 06)</p>	<p>(Student No. 06)</p> <p>HOTS-A</p> <p>Analysis: Identify an important message/ theme/ main idea of a story.</p>

The findings of this study were analyzed and categorized based on the levels of critical thinking skills, which were divided into lower and higher order thinking skills. The emphasis in this study was placed on the levels of analysis and evaluation.

To assess the students' ability to analyze skills, the identifying skill was utilized to evaluate their critical thinking abilities. This involved asking them to provide short answers to critical thinking questions. The results from the pre-test, post-test, and three-unit tests were collected, and the researcher employed a 6-level critical thinking framework to analyze the content of the responses.

Regarding the participants' identifying skill, as presented in Table: 24, the results from the pretest indicated that the students struggled to identify and clearly explain the important message, theme, and main idea of the story with sufficient supporting ideas. Moreover, they had difficulty linking the ideas and providing reasons to support their main answers, which did not meet the level of analysis. However, the pretest responses were found to be at the knowledge level, where the students were able to identify the story elements such as the plot, characters, and setting. For instance;

*What are some of things you like about your home or hometown? Why?*

*“Don't want to change because the city is modern and convenient for everyday use.*

*I like it because there are activities together to eat together.” (LOTS-K)*

In the 3-unit tests, some students still could not identify an important message, theme and main idea of the story or answered in short responses with few supporting reasons to match the scope of analysis level. However, within the 3-unit tests, some students showed thinking improvement and could write more critically than the pretest which the answers were examined to match in the scope of knowledge level as the students could tell the story elements: plot, characters or setting. For example.

What are some of the ways people can help the aged in the community?

*“I think we can help people in the community like helping each other to heal in the village or have something to help each other like moving house, sharing food, etc.”*

*(Student No. 04) (LOTS–K)*

Finally, in the post–test, the findings presented that students could identify important messages, theme and main idea of the literature and choose subjects to write about matched in the scope of analysis level as well as explain more details to support their answers more than in pretest and unit tests. Hence, it is presented that students improved their critical thinking in analysis level by identifying the situation or issues they had read. For instant:

What are some of things you like about your home or hometown? Why?

*“Personally, I think there are a lot of interesting things in my hometown. Whether it's a beautiful view in the morning and evening, fresh air in the morning, sip the warm tea, shady trees, listen to the birds singing and watch the sunset in the evening from the beautiful mountains. There are so many delicious things to buy in my hometown. In a nutshell, why do I like it? because it is a peaceful place. There's a lot of freedom to choose from and we are deeply attached to this place.”* (Student No. 08) (HOTS–A)

As a result, the pre–test findings revealed that students struggled to effectively explain their ideas and demonstrate their thinking skills prior to the implementation of the literature circle activities. However, a notable improvement was observed in the post–test results, where students demonstrated the ability to convey their ideas and reasons much more effectively than in the pretest. Furthermore, when they utilized the identifying skills in relation to the subject matter, they were able to provide well–supported reasons that aligned with the subjects they were explaining.

In conclusion, the development of the identifying skill, which is one of the critical thinking skills based on Bloom's Taxonomy, could be observed through the use of literature circle activities. Moreover, the process of enhancing critical thinking skills can be reinforced through repetitive teaching procedures, as indicated in Table: 24. The literature circle activities played a significant role in promoting the students' critical thinking abilities, enabling them to articulate their thoughts and reasons more proficiently, ultimately leading to an improvement in their overall critical thinking skills.



Table 25 Inferring skill in analyzing of critical thinking skills

Literature			
Main categories = Analysis level (Critical thinking skills)			
Subcategories = Students are able to infer the author's purpose and point of view			
Student's short-written response statements			
Higher order thinking skills statements	Lower order thinking skills statements	Code	Level of Critical Thinking Skills Used in Literature Study (Kaowiwattanakul, 2008)
Pretest  (Home by Gwendolyn Brooks)	<p><i>What is the difference between the traditional and modern style of houses?</i></p> <p>For me, I think both look great and expensive for some house in both styles. But it's up to a person who decide whether or not they like it or hate it. (Student No. 07)</p>	(Student No. 07)  LOTS-K	Knowledge: Identify the story elements: plot, characters, setting
	<p><i>How is the difference between living with family and living alone? Explain</i></p> <p>In my opinion, when you are alone, you can do whatever you want without thinking about your parents' permission. For example, you can go out overnight and enjoy some time with your friends. In contrast, when you live with your family, you cannot do that, or you have to ask them for permission. (Student No. 04)</p>	(Student No. 04)  LOTS-A	Application: Make connections between the story's message and personal experiences.

<p><b>Unit Test 1</b></p>	<p><i>How is the difference between parent cooking for children and children cooking for parent, explain?</i></p>	<p><i>Some people say that people help others in the community more now than they did in the past. Do you agree or disagree? Why?</i></p>	<p>(Student No. 08) HOTS-A</p>	<p>Analysis: Identify an important message/ theme/ main idea of a story.</p>
<p>(Cousin</p>	<p>In my opinion, it's a fact that parents are older than children.</p>	<p>I agree because I think that helping each other in the community makes the community more peaceful and orderly and will also make the people in the community get to know each other better. (Student No. 05)</p>	<p>(Student No. 05) LOTS - K</p>	<p>Knowledge: Identify the story elements: plot, characters</p>
<p>Tribulation's</p>	<p>They are adults, they can do everything more carefully than children. Because their bodies are strong, and they can think more.</p>	<p>So, if parents cooking for children. They might be more carefully than children cooking for parents. (Student No. 08)</p>	<p>(Student No. 08) LOTS - K</p>	<p>Knowledge: Identify the story elements: plot, characters</p>
<p>Story by</p>	<p>Louisa May</p>	<p>Alcott)</p>	<p>(Student No. 05) LOTS - K</p>	<p>Knowledge: Identify the story elements: plot, characters</p>
<p><b>Unit Test 2</b></p>	<p><i>How is the difference of your life between in a childhood and in the present (teenager), explain?</i></p>	<p><i>What's the difference between young and old people when choosing places to stay?</i></p>	<p>(Student No. 01) HOTS-A</p>	<p>Analysis: Identify an important message/ theme/ main idea of a story.</p>
<p>(The Aged</p>	<p>Mother by</p>	<p>Matsuo</p>	<p>(Student No. 06) LOTS - K</p>	<p>Knowledge: Identify the story elements: plot, characters</p>
<p>Basho)</p>	<p>If you want my opinion. How is the difference of my life? I will say that when my life in childhood, I was so innocent. I didn't know much about the things. Because the child always is the child. They don't know much like just play, eat, sleep and be happy with their life. But now I am a teenager. I think I know more than the past. I can decide. But I don't have happy. I feel sad more and more. Because when we have a problem. We'll think, think about that all day all night. That's why it's made me unhappy. So, I think the time is so important. It's can change the people. (Student No. 01)</p>	<p>For me, both young and old people can live together. They can help each other. (Student No. 06)</p>	<p>(Student No. 06) LOTS - K</p>	<p>Knowledge: Identify the story elements: plot, characters</p>

<p><b>Unit Test 3</b></p>	<p><i>How is the difference between being single and married?</i>          Personally, I think in a single life everything that revolves around an individual is under the individual's control and there are no considerations of others before making a decision in regard to other personal matters.          Married life where one has to consider the partner's opinion in regard to an issue before making a decision no matter how personal it may seem to be. On the top of that, there are benefits to a married life for instance having someone to share ones' achievements and difficulties, to love and get love. In the nutshell the general differences that exist between a single and a married life are companionship, responsibility and lifestyle. (Student No. 05)</p>	<p>(Student No. 05)</p>	<p>Analysis: Identify an important message/ theme/ main idea of a story.</p>
<p><b>(The Kiss by Kate Chopin)</b></p>	<p><i>In your opinion, do women show their emotions more than men?</i>          Personally, I think women express their emotions more clearly than men. At the outset, her eyes and expressions were clearly displayed. Because it cannot be kept. Every action was showed honestly. what's more, we can see the feeling from the face but men use words more than actions. Something was difficult to understand what he was thinking at that moment. (Student No. 03)</p>	<p>(Student No. 09)          HOTS-A</p>	<p>Application: Make connections between the story's message and personal experiences.</p>
<p><b>Posttest</b></p>	<p><i>How is the difference between living with your family and living alone? Explain</i></p>	<p>(Student No. 09)          HOTS-A</p>	<p>Analysis: Identify an important message/ theme/ main idea of a story.</p>
<p><b>(Home by Gwendolyn Brooks)</b></p>	<p>I think that living as a family will have the warmth of the family. When there is a problem, you can talk to your family, but at the cost of the rules set by the family. As for being alone, you was free to do what you want to do but in exchange for more spending, loneliness and responsibility in various parts. (Student No. 09)</p>		

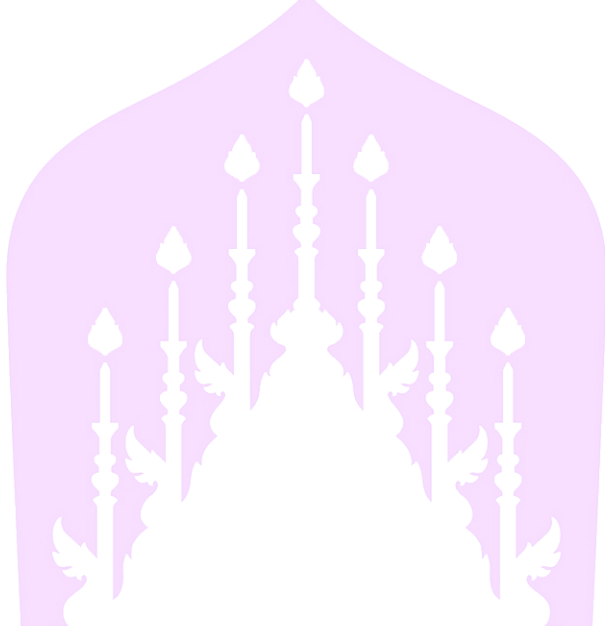
What are the difference between the traditional and modern style of houses?

Difference between the traditional and modern style of houses is traditional homes tend to have several common features. These features include large, open porches with overhanging beams and rafters, dormers, and a tall, pointed roof with one or more gables. They use traditional building materials such as brick, wood, plaster, stucco, and stone. Modern architecture, on the other hand, rejects those classical flourishes in favor of a simple, clean design. Where traditional homes are adorned with elegant details, modern homes strip away the frills to let the basic structure speak for itself. Many modern homes feature a flat or low-sloped roof, straight lines, and a clean exterior with little to no texture. Modern construction uses newer, more technologically advanced building materials like reinforced steel, concrete, and plastic. Personally, I think Nowadays, people prefer to build more modern houses because of the beauty and looks comfortable. (Student No. 02)

(Student No. 02)

HOTS-A

Analysis: Identify an important message/ theme/ main idea of a story.



According to Table: 25, the researcher utilized the inferring ability to assess students' analysis skills through short answers to critical thinking questions. The pre-test and post-test results, along with the three-unit tests, were used to gauge their critical thinking abilities. The content of the responses was analyzed using the 6-level critical thinking framework.

Based on the inferring ability of the participants, as presented in Table: 4.8, the pretest results indicated that students struggled to infer the author's purpose and point of view from the literature. Additionally, their responses did not align with the scope of the analysis level. Instead, they were more characteristic of the knowledge level, where students could identify the story elements such as plot, characters, and setting, and the application level, where they could make connections between the story's message and their personal experiences. For example;

*How is the difference between living with family and living alone? Explain*

*“In my opinion, when you are alone, you can do whatever you want without thinking about your parents' permission. For example, you can go out overnight and enjoy some time with your friends. In contrast, when you live with your family, you cannot do that, or you have to ask them for permission.” (Student No. 04) (LOTS-A)*

In the 3 unit tests, some students still could not infer the author's purpose and point of views or conclude the perspectives from the literature to answer the questions under the scope of analysis level. Their answers were tested to match the scope of knowledge level and application level so that the students could make connections between the story's message and personal experiences more than analysis level. However, within the 3-unit tests, some students could respond with thinking improvement and write more reasonably than the pretest as example.

*In your opinion, do women show their emotions more than men?*

*“Personally, I think women express their emotions more clearly than men. At the outset, her eyes and expressions were clearly displayed. Because it cannot be kept. Every action was showed honestly. what’s more, we can see the feeling from the face but men use words more than actions. Something was difficult to understand what he was thinking at that moment.” (Student No. 03) (LOTS–A)*

Finally, in the post–test, the findings presented that students could infer the author’s purpose and point of views from the literature and also differentiate subjects to write matching in the scope of analysis level as well as they could explain more details to support their answers more than in pretest and unit tests. Therefore, it is presented that students improved their critical thinking in the scope of analysis level by inferring the author’s purpose and point of views from the literature. For instant:

*How is the difference between living with your family and living alone? Explain*

*“I think that living as a family will have the warmth of the family. When there is a problem, you can talk to your family, but at the cost of the rules set by the family. As for being alone, you was free to do what you want to do but in exchange for more spending, loneliness and responsibility in various parts. (Student No. 09)” (HOTS–A)*

Consequently, during the pre–test, the results for the inferring ability indicated that students were unable to draw conclusive ideas and demonstrate their thinking skills before engaging in the literature circle activities. However, when we compared these results with the post–test outcomes, it became evident that students showed a significant improvement in delivering their ideas and providing reasons, as compared to their performance in the pretest. As they practiced inferring the ability to answer critical thinking questions, they were able to provide well–supported explanations that were closely linked to the subjects they discussed, which falls within the scope of the analysis level. This positive change

demonstrates that the inferring skill can be effectively developed through the implementation of literature circle activities and can be reinforced through repeated use in teaching procedures, ultimately fostering continuous critical thinking development based on Bloom's Taxonomy framework, as illustrated in Table: 25.



**Table 26 Recognizing skill in analyzing of critical thinking skills**

Literature			
Main categories = Analysis level (Critical thinking skills)			
Subcategories = Students are able to recognize techniques used in making or writing the text and integrate literary parts relate to one another and discussion			
Student's short-written response answers			
Higher order thinking skills answers	Lower order thinking skills answers	Code	Level of Critical Thinking Skills Used in Literature Study (Kaowiwattanakul, 2008)
<p><b>Pretest</b></p> <p>(Home by Gwendolyn Brooks)</p>	<p><i>Why is renting house better than buying house?</i></p> <p>I disagree because I think buying a house can be renovated and not pay rent. (Student No. 08)</p> <p><i>What do you think about homeless people?</i></p> <p><i>How can we help them?</i></p> <p>As far as I can see I really feel sorry for them. Because if it's me, I will sad and afraid that I didn't have a home the place that we call safe zones. And if you ask me, how can we help them. Well, I'd say we can help them by donated to foundation. So that can help them a lot. (Student No. 02)</p>	<p>(Student No. 08)</p> <p>LOTS-K</p> <p>(Student No. 02)</p> <p>LOTS-A</p>	<p>Knowledge: Identify the story elements: plot, characters, setting</p> <p>Application: Make connections between the story's message and personal experiences.</p>

<b>Unit Test 1</b>	<i>If you are hungry or starving but you see persons need some food and they are starving too, will you give them food? Explain?</i>	<i>How can the government help poor people?</i>	(Student No. 06) HOTS-A	Analysis: Identify an important message/ theme/ main idea of a story.
<b>(Cousin</b>	I think I will help them by giving them some food or money.	Helping the poor to have an education through scholarships in order to be a good person to the society. (Student No. 04)	(Student No. 04) LOTS-K	Knowledge: Identify the story elements: plot, characters, setting
<b>Tribulation's</b>	Because there are many starving people in the present and we should help them if we can. So, we should help another person who are really need help. (Student No. 06)			
<b>Story by</b>				
<b>Louisa May</b>				
<b>Alcott)</b>				
<b>Unit Test 2</b>	<i>What should be the responsibility of children toward their parents? Explain?</i>	<i>Which groups of people need the most support in a community? Why?</i>	(Student No. 01) HOTS-A	Analysis: Identify an important message/ theme/ main idea of a story.
<b>(The Aged</b>	In my opinion, the first requirement for children is to have love and regard for parents to whom they owe everything. Children must bring joy to their parents by their behavior. The parents must feel happy that their children are obeying them, so children must respect their parents, whoever they may be and in whatever condition they may be. (Student No. 01)	In my own thought, orphans are the most helpful people. Because these children are children who do not receive warmth from their parents. Sometimes these children may want to continue their studies. So, we should support these kids, help them. (Student No. 05)	(Student No. 05) LOTS-K	Knowledge: Identify the story elements: plot, characters, setting
<b>Mother by</b>				
<b>Matsuo</b>				
<b>Basho)</b>				

**Unit Test 3***How do people respond or handle to their anger?*

Personally, I think my way of dealing with my anger is knowing what I'm angry about. To kick off, if a little angry and it doesn't matter much, let it go. What's more, if you're very angry, you need to find a way to fix it. It's to deal with your own anger by using your mind and reason, not responding. If it doesn't get better, go for a relaxing activity. Overall, we have to control our own emotions. Don't let your emotions control you. Speak respectfully and consciously and come up with solutions without emotional judgment. (Student No. 07)

**(The Kiss by Kate Chopin)***In your opinion, what are some reasons why people getting married?*

Personally, I think marriage is a means of true love for one another who has chosen this couple as soul mate without any other reason such as appearance. To kick off, it takes a long time to ascertain whether this person is suitable for us not with us and is happy or not. Overall marriage can result in lasting love and true love and this is the life partner, but sometimes marriages may not always produce true love. For example, the status of the house may not be good so let the child go to marry the rich man. (Student No. 03)

(Student No. 07)  
HOTS-A  
Analysis: Identify an important message/ theme/ main idea of a story.

(Student No. 03)  
LOTS-A  
Application: Make connections between the story's message and personal experiences.

**Posttest***What do you think about homeless people? How can we help them?*

I reckon that homeless people are pitiful. At the outset, these people were in a much more difficult situation than the people in the slums which has an environment that is below living standards. This is because at least the residents of the slum communities still have houses to live but the homeless do not have a home. find a bed on the street. What's more, we can assist them by notifying the relevant authorities to be taken to a nursing home or homes for the homeless. Homeless people who

(Student No. 09)  
HOTS-A  
Analysis: Identify an important message/ theme/ main idea of a story.

**(Home by Gwendolyn Brooks)**

have been on the streets for a long time are more or less mentally disturbed. Therefore, should be treated. Overall, a homeless person is a person whose society has to provide assistance to them, and problem solving systematically. Chasing out homelessness without proper management will lead to the spread of homelessness, and may cause additional problems should provide housing to the homeless to hope that they can adapt to society. (Student No. 09)

*Why is renting house better than buying house?*

In my way, I think that the renting house is a little money to pay so the left money that you don't use it to pay for the house. You can use it to buy other things or use it to invest that can give you more money back. But if you use money to buy house it will like you pay the money for only house but you don't have benefit back. Of course that why the renting house is better than buying house. (Student No. 07)

(Student No. 07)

HOTS-A

Analysis: Identify an important message/ theme/ main idea of a story.

According to Table: 26, the integrating ability was used to assess students' critical thinking skills through short answers to critical thinking questions. The data includes results from both the pre-test and post-test, as well as the three-unit tests. The researcher employed the 6-level critical thinking framework to analyze the content of the responses. As presented in Table: 4.9, the critical thinking results from the pretest indicated that the students struggled to recognize the techniques used in creating the literary text and to integrate different literary parts that relate to one another and to the discussion from the literature. These responses did not align with the scope of the analysis level.

However, in the pretest, the answers were examined to be within the scope of the knowledge and application levels, where the students could identify the story elements such as plot, characters, and setting. They were also able to make connections between the story's message and their personal experiences. For example, their responses were based on understanding and applying their knowledge, rather than integrating various aspects and demonstrating a higher level of critical thinking.

To improve the students' integrating ability and foster higher-order thinking skills, the literature circle activities was introduced and implemented. As a result, when we compare the post-test results, we observe that students showed progress in their ability to integrate various elements of the literary text and discuss them within the scope of analysis level. This improvement suggests that the literature circle activities played a role in developing the students' integrating skill and enhancing their critical thinking abilities, as indicated in Table: 26.

*Why is renting house better than buying house?*

*"I disagree because I think buying a house can be renovated and not pay rent."*

*(Student No. 08) (LOTS-K)*

In the 3-unit tests, some students still could not reach scope of analysis level which could recognize techniques used in making or writing the literary text and integrate literary

parts relate to one another and discussion from the literature to answer the questions. On the other hand, their answers were tested to mostly match in the scope of application level more than analysis level which were students could make connections between the story's message and personal experiences for example.

*In your opinion, what are some reasons why people getting married?*

*"... Overall marriage can result in lasting love and true love and this is the life partner, but sometimes marriages may not always produce true love. For example, the status of the house may not be good so let the child go to marry the rich man." (Student No. 03) (LOTS-A)*

Finally, in the post-test, the findings presented that students could recognize techniques used in making or writing the literary text and integrate literary parts relate to one another and discussion matching in the scope of analysis level as well as they could put more details in their answers more than in pretest and unit tests. Therefore, it is presented that students enhanced their critical thinking in the scope of analysis level. For instance:

*Why is renting house better than buying house?*

*"In my way. I think that the renting house is a little money to pay so the left money that you don't use it to pay for the house. You can use it to buy other things or use it to invest that can give you more money back. But if you use money to buy house it will like you pay the money for only house but you don't have benefit back. Of course that why the renting house is better than buying house." (Student No. 07) (HOST-A)*

Accordingly, during the pre-test, the results of the integrating ability indicated that students had difficulty recognizing the techniques used in creating or writing the literary text. Additionally, they struggled to integrate various literary parts and relate them to one another and to the discussion within the literature. However, after the implementation of the literature circle activities, a significant improvement was observed in the students' ability to

develop their ideas and provide well-reasoned responses compared to their performance in the pretest.

Through practicing their analyzing ability to answer the questions, students became more proficient at connecting important thoughts to the subjects they were explaining, and these responses demonstrated a higher level of critical thinking as they appeared within the scope of the analysis level.

As a result, it can be concluded that the literature circle activities effectively contributed to the development of the students' analyzing skill, fostering their critical thinking abilities in relation to the Bloom's Taxonomy framework. This positive impact of the literature circle activities on critical thinking development is evident in Table: 26. To ensure continuous progress in critical thinking development, the integration of literature circle activities can be consistently applied in teaching procedures.

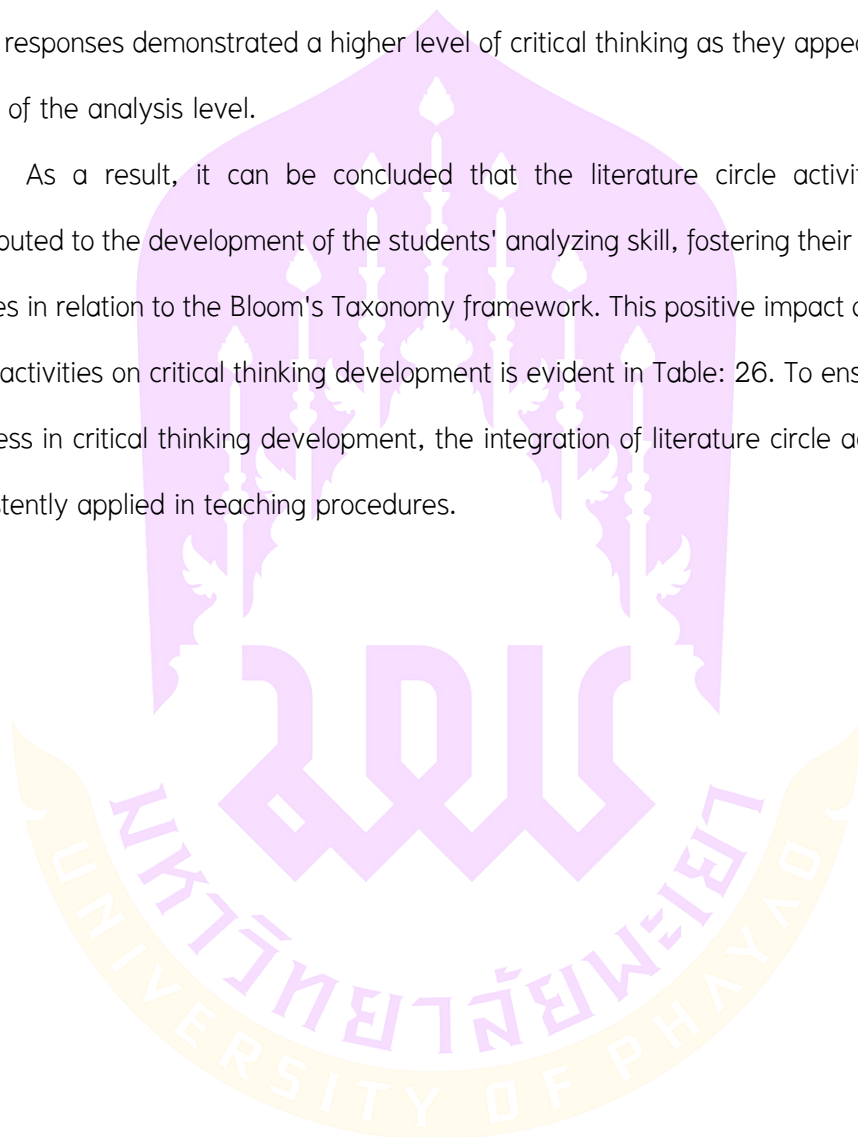


Table 27 Making decision skill in evaluating of critical thinking skills

Literature			
Main categories = Evaluation level (Critical thinking skills)			
Subcategories = Students are able to make a decision in a particular situation and check elements based on a criterion and reasons			
Student's short-written response answers			
Higher order thinking skills answers	Lower order thinking skills answers	Code	Level of Critical Thinking Skills Used in Literature Study (Kaowiwattanakul, 2008)
<p><b>Pretest</b></p> <p>(Home by Gwendolyn Brooks)</p>	<p><u>Would you like to change anything about your home? Why?</u></p> <p>I won't change anything my home because things in my home is all my memories and I also grow together with them, so I won't change anything in my home. (Student No. 04)</p> <p><u>What should be considered before buying a new house or moving to a new place?</u></p> <p>It depends on the place I want to live with my family. (Student No. 06)</p>	<p>(Student No. 04)</p> <p>LOTS-K</p> <p>(Student No. 06)</p> <p>LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting</p> <p>Knowledge: Identify the story elements: plot, characters, setting</p>
<p><u>What kinds of people need help the most in your opinion?</u></p> <p>In my own opinion, people with disabilities are the ones who need help the most. Because sometimes those people can't help themselves. Therefore, people with disabilities need more help than even the poor. Poor people can still earn money, but people with disabilities can't help themselves. (Student No. 01)</p>	<p><u>If someone asks you for some food or money on a street, how do you know that they are not criminals? How do you solve the situation?</u></p> <p>In my opinion, if someone ask me for money, I will ignore them or say no because there is a high chance that they was a criminal. But if they ask me for food, maybe I will give them for food or money</p>	<p>(Student No. 01)</p> <p>HOTS-A</p> <p>(Student No. 09)</p> <p>LOTS-A</p>	<p>Analysis: Identify an important message/theme/ main idea of a story.</p> <p>Application: Make connections between the story's message and personal experiences.</p>
<p><b>Unit Test 1</b></p> <p>(Cousin Tribulation's Story by</p>			

<p><b>Louisa May Alcott)</b></p>	<p>because I don't care they are criminals or not but if it has someone starving or need a food, so I will help them without hesitation. (Student No. 09)</p>	<p>(Student No. 04)</p>	<p>Evaluation: Make a decision in a particular situation based on a criterion.</p>
<p><b>Unit Test 2</b></p> <p><b>(The Aged Mother by Matsuo Basho)</b></p>	<p><u>How is caring for parent important to you?</u>          In my perspective, my parent is important for me because parent is my first and biggest teachers, they teach me everything from how to walk to how to love, from how to admit to how to forgive, they are the most unacknowledged yet most dependable mentors I have. So, it is indeed important to take care of our parent especially in their old ages when they need physical and mental help. (Student No. 04)</p> <p><u>Some people say in the past time people help others in community more than nowadays. Do you agree or disagree. why?</u>          I think it depends on the situation whether we will help him or whether he will help us or not. (Student No. 05)</p>	<p>(Student No. 04)          HOTS-E          LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting</p>
<p><b>Unit Test 3</b></p> <p><b>(The Kiss by Kate Chopin)</b></p>	<p><u>Do you think it's appropriated to show your emotions when you're angry?</u>          From my opinion, it's up to the situation. If it happens in the place where I have to be a modest or polite. I have to calm myself down because I don't want to get in a big trouble. But if it were to happen when I'm with my friend I might let it out a bit or more but not too much because it will cause a problem with my friends too. In short, just don't let emotion out too much. Because it might cause you a big problem also. (Student No. 08)</p> <p><u>Do you think that people who are in love tend to realize the person they love clearly? Why or why not?</u>          Personally, I think the reason people chose my partner for beautiful, rich or good looking but for me, my choice is to choose a partner who is good feeling with me. (Student No. 03)</p>	<p>(Student No. 08)          HOTS-E          LOTS-A</p>	<p>Evaluation: Make a decision in a particular situation based on a criterion.          Application: Make connections between the story's message and personal experiences.</p>

**Posttest**

What should be considered before buying a new house or moving to a new place?

(Home by  
Gwendolyn  
Brooks)

In my opinion, when I have to buy the new house, I will think about the structure of the building because the house would be strong for living and it would be about the direction which should be near for my office to make me go to work easy. The last, it was about the cost which will not be much and have the good quality too. (Student No. 07)

(Student No. 07)

HOTS-E  
particular situation based on a criterion.

Would you like to change anything about your home? Why?

Personally, I think we should change my home environment to be more pleasant by planting trees and flowers. Because I think when we are stressed, we can take a walk around the trees and flowers to make you feel refreshed and relieved. For example, if we are stressed about the work we do and when we come out to see nature, it makes me feel relaxed. Overall, if we feel tired from work and study we can come out to see nature to relax. (Student No. 02)

(Student No. 02)

HOTS-E  
particular situation based on a criterion.

According to Table: 27, the evaluation skills of the students were measured using the "making decision" ability as a means to assess their critical thinking skills. The assessment involved writing short answers to critical thinking questions, and data from both the pre-test and post-test, as well as the three-unit tests, were collected. The researcher utilized the 6-level critical thinking framework to analyze the content of the students' responses.

As shown in Table: 4.10, the results from the pretest indicated that the students faced challenges in making decisions in particular situations. They struggled to assess elements based on specific criteria and provide reasons from the literature that were relevant to the scope of evaluation level. The students' performance in the pretest demonstrated a limited ability to critically evaluate the information and make well-reasoned decisions.

However, after the implementation of the literature circle activities, a noticeable improvement was observed in the students' evaluation skills. In the post-test and subsequent unit tests, the students demonstrated a better ability to make decisions, evaluate elements based on criteria, and provide well-reasoned explanations linked to the subjects they were analyzing. This progress can be attributed to the consistent practice of evaluating skills through the literature circle activities, which fostered their critical thinking abilities.

In summary, the literature circle activities positively impacted the students' evaluation skills and contributed to the enhancement of their critical thinking abilities. The results from Table: 27 provide evidence of this development, as the students' performance in the post-test and unit tests showcased a higher level of critical evaluation and decision-making compared to the pretest results.

*What should be considered before buying a new house or moving to a new place?*

*"It depends on the place I want to live with my family." (Student No. 06) (LOTS-K)*

In the 3 unit tests, some students still could not reach scope of evaluation level which could make a decision in a particular situation and check elements based on a criterion and reasons from the literature to answer the questions. On the other hand, their answers were

tested to mostly match in the scope of application level more than evaluation level which were students could make connections between the story's message and personal experiences. They could not make a decision in situations and question they had, or check elements based on a criterion and reasons within the 3 unit tests. For example.

*Do you think that people who are in love tend to realize the person they love clearly?*

*Why or why not?*

*“Personally, I think the reason people chose my partner for beautiful, rich or good looking but for me, my choice is to choose a partner who is good feeling with me.”*

*(Student No. 03) (LOTS-A)*

Later, in the post-test, the findings presented that students had improved their critical thinking skill which they could make a decision in a particular situation and check elements based on a criterion and reasons from the literature to answer the questions matching in the scope of evaluation level as well as they could explain reasons to support their decision more than in pretest and unit tests. Therefore, it is presented that students enhanced their critical thinking in the scope of evaluation level after learning with literature circle activities. For instance:

*What should be considered before buying a new house or moving to a new place?*

*“In my opinion, when I have to buy the new house, I will think about the structure of the building because the house would be strong for living and it would be about the direction which should be near for my office to make me go to work easy. The last, it was about the cost which will not be much and have the good quality too.”*

*(Student No. 07) (HOTS-E)*

In summary, the results of the "making decision" ability indicated that students had difficulty making decisions in particular situations and evaluating elements based on criteria and reasons from the literature during the pre-test, before the implementation of the literature circle activities. However, when comparing the pre-test and post-test results, it

was evident that students made significant progress in their critical thinking and reasoning skills, as demonstrated in their written responses. Through consistent practice of evaluating ability by answering critical thinking questions during the literature circle activities, students were able to develop their decision-making skills more effectively, aligning with the scope of evaluation level.

Consequently, the literature circle activities played a pivotal role in the development of students' evaluating skills, contributing to the advancement of their critical thinking abilities. The post-test and unit test results in Table: 27 revealed that the students' performance showed a notable improvement in making decisions, as they were able to evaluate information more clearly and effectively, particularly within the scope of evaluation level.

In conclusion, the use of the literature circle activities proved to be an effective instructional approach for enhancing students' critical thinking and evaluating skills. By incorporating this activity into teaching procedures, educators can continually foster critical thinking development based on Bloom's Taxonomy framework, as depicted in Table: 27. The consistent and repeated practice of evaluating ability through the literature circle activities reinforces students' critical thinking skills, enabling them to make better decisions and evaluate information with greater clarity and depth.

Table 28 Judging skill in evaluating of critical thinking skills

Literature			
Main categories = Evaluation level (Critical thinking skills)			
Subcategories = Students are able to judge the validity of an interpretation or statement based on a criterion			
Student's short-written response answers			
Higher order thinking skills answers	Lower order thinking skills answers	Code	Level of Critical Thinking Skills Used in Literature Study (Kaowiwattanakul, 2008)
<p><b>Pretest</b></p> <p>(Home by Gwendolyn Brooks)</p>	<p><i>What if you must live in a strange new place? How you handle yourselves?</i></p> <p>In my opinion I'll try fixing it myself first. But if not, then I will consult the neighbors. Ask for help from close people. (Student No. 07)</p>	<p>(Student No. 07)</p> <p>LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting.</p>
	<p><i>Having good relationship with neighborhood is essential, what do you think?</i></p> <p>In my opinion, since neighbors live right next to you, they're the best people to watch over your property when you aren't around. So, relationship with neighbors will creates a safer community for all. (Student No. 08)</p>	<p>(Student No. 08)</p> <p>LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting.</p>

<b>Unit Test 1</b>	<i>If you see persons do not offer poor people any food or money, do they are selfish persons? What do you think?</i>	<i>Many people only look out for themselves and never think about helping others. What do you think of this attitude?</i>	(Student No. 03) HOTS-E	Evaluation: Judge the validity of an interpretation or statement based on a criterion.
<b>(Cousin</b>	If you ask me, I will say that they are not selfish. Because our opinion is not the same. Maybe someone think that they really want to help but can't. Because they don't sure that the poor people will trick or not. So, I can't decide people that they are selfish or not. (Student No. 03)	I think the attitude is very bad. Because being selfish makes it difficult to reach people and if something happens, selfish people have no one to help. (Student No. 01)	(Student No. 01) LOTS-K	Knowledge: Identify the story elements: plot, characters, setting.
<b>Unit Test 2</b>	<i>Do you agree with this statement "Every aged people should live in nursing homes". why?</i>	<i>Should elderly parents be treated very well from the government support?</i> I think aged people should be treated very well from government. There are a lot of aged people now in the present. If everyone can help them, aged people have good life. (Student No. 05)	(Student No. 02) HOTS-E	Evaluation: Judge the validity of an interpretation or statement based on a criterion.
<b>(The Aged</b>	In my opinion, I don't agree with every aged people should live in nursing homes. Because living with family can become a rare lifetime experience for them. If someone is living with family, they can enjoy time with niece or nephew, moreover, staying with own son and daughter feels more connected. For example, most people want to spend time with their family because they feel very connected and have lifetime experience with family members, so this is why retired people should stay with their family. (Student No. 02)		(Student No. 05) LOTS-A	Application: Make connections between the story's message and personal experiences.
<b>Unit Test 3</b>	<i>How to handle with ill-mannered people tend to upset you?</i>	<i>Do you think it's all right for people to marry for money? Why or why not?</i>	(Student No. 06)	Evaluation: Judge the validity of an interpretation or statement based on a criterion.
<b>(The Kiss by</b> <b>Kate Chopin)</b>	Personally, I think yes, ill-mannered people tend to upset me. At the outset, they tend to commit acts that are problematic for everyone. On top of that, what is important in social is the etiquette of living with other. In a nutshell, no one like ill-	Personally, I think Marriage should happen out of love, not out of money. Marriage for money. It is wrong, even if	HOTS-E	

<p>mannered people. They indulge themselves so much that they forget to think about the feelings of others. (Student No. 06)</p>	<p>you have a necessary reason to do it. (Student No. 04)</p> <p>LOTS-A</p>	<p>Make connections between the story's message and personal experiences.</p>
<p><b>Posttest</b></p> <p><i>What do you think about having a good relationship with neighborhood is important to you?</i></p> <p>In my opinion, I think having a good relationship with neighbors is important. Because in some cases we are not stay at home we can have our neighbors take care of the house. When we do food one thing, and we share with the neighbors and the neighbors share us it can have two kinds of food. In a nutshell good relationship with neighbors will allow us to know how to share and be kind and help each other. (Student No. 01)</p> <p><b>(Home by Gwendolyn Brooks)</b></p>	<p>(Student No. 01)</p> <p>HOTS-E</p>	<p>Evaluation: Judge the validity of an interpretation or statement based on a criterion.</p>
<p><i>What if you must live in a strange new place? How you handle yourselves?</i></p> <p>I reckon that if living in a new place, to kick off, I have to adapt a lot. But for me, adjusting is difficult. The best thing to do to deal with problems is to accept and look at the world in a positive way, think of yourself a lot and the mind was better accepting new places and finally settled on it or find something to replace what the old house has, so that you won't be too attached and miss the same place. In the nutshell, adjusting our thoughts, emotions, and actions will allow us to get used to the new places we have to live in. Even it takes time, but when we can do it, we was happy with it. (Student No. 09)</p>	<p>(Student No. 09)</p> <p>HOTS-E</p>	<p>Evaluation: Judge the validity of an interpretation or statement based on a criterion.</p>

According to the Table: 28, to examine students' ability evaluation skills, the judging skill is used to examine critical thinking skills by writing short answers to critical thinking questions. There are the results of the pre-test and post-test tests and also the three-unit tests. The researcher used the 6-level critical thinking framework to examine the content of the responses. According to the judging skill of the participants presented in Table: 4.11, critical thinking results in the pretest presented that the students could not judge the validity of an interpretation or statement based on a criterion from the literature that were not connected to the scope of evaluation level. On the other hand, in pretest, the answers were tested to mostly match in the scope of application level more than evaluation level which were students could make connections between the story's message and personal experiences for example;

*What if you must live in a strange new place? How you handle yourselves?*

*"In my opinion I'll try fixing it myself first. But if not, then I will consult the neighbors. Ask for help from close people."* (Student No. 07) (LOTS-K)

In the 3-unit tests, some students had improved their ideas and responded with more reasonable explanation than the pretest results. However, some students still could not reach scope of evaluation level which could judge the validity of an interpretation or statement based on a criterion from the literature to answer the questions. Their answers were tested to mostly match in the scope of application level more than evaluation level too that students could make connections between the story's message and personal experiences. They could not judge the validity of an interpretation or statement based on a criterion within the 3-unit tests. For example.

*Should elderly parents be treated very well from the government support?*

*"I think aged people should be treated very well from government. There are a lot of aged people now in the present. If everyone can help them, aged people have good life."* (Student No. 05) (LOTS-A)

In the post-test, the findings presented that students had enhanced their critical thinking skill which they could judge the validity of an interpretation or statement based on a criterion connecting from the literature to answer the questions matching in the scope of evaluation level as well as they could explain reasons to support their decision more than in pretest and unit tests. Therefore, it is presented that students enhanced their critical thinking in the scope of evaluation level after learning with literature circle activities. For instance:

*What do you think about having a good relationship with neighborhood is important to you?*

*“In my opinion, I think having a good relationship with neighbors is important. Because in some cases we are not stay at home we can have our neighbors take care of the house. When we do food one thing, and we share with the neighbors and the neighbors share us it can have two kinds of food. In a nutshell good relationship with neighbors will allow us to know how to share and be kind and help each other.” (Student No. 01) (HOST-E)*

In summary, the results related to the judging skill indicated that students struggled to make decisions in particular situations and evaluate elements based on specific criteria and reasoning from the literature during the pre-test, which was conducted before introducing the literature circle activities. However, when the post-test results were compared, it was evident that students showed significant improvement in their critical thinking and reasoning abilities, as reflected in their written responses. Through the practice of evaluating abilities by answering critical thinking questions during the literature circle activities, students became more adept at making decisions that align with the scope of evaluation level.

As a result, the literature circle activities proved to be effective in developing students' evaluating skills, enabling them to make clearer decisions related to the subjects under the scope of evaluation level. By incorporating the literature circle activities into

teaching procedures, educators can consistently foster critical thinking development based on Bloom's Taxonomy framework, as demonstrated in Table: 28. The repeated engagement with evaluating abilities through the literature circle activities reinforces students' critical thinking skills, empowering them to make more informed judgments about the interpretations and statements presented in the literary texts.



Table 29 Reflecting skill in evaluating of critical thinking skills

Main categories = Evaluation level (Critical thinking skills)			
Subcategories = Students are able to produce or create work by relating knowledge from several areas and reflect ideas and perspectives toward important issues			
Student's short-written response answers			
Higher order thinking skills answers	Lower order thinking skills answers	Code	Level of Critical Thinking Skills Used in Literature Study (Kaowiwattanakul, 2008)
<p><b>Literature</b></p> <p><b>Pretest</b></p> <p>(Home by Gwendolyn Brooks)</p>	<p><i>Do you like or dislike change of living or home?</i></p> <p>In my opinion, I dislike change of living. Changing of live is hard for me. I don't like when my normal life has changed. (Student No. 05)</p>	<p>(Student No. 05)</p> <p>LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting.</p>
<p><b>Unit Test 1</b></p> <p>(Cousin Tribulation's</p>	<p><i>What should be the good quality of living in your country?</i></p> <p>I think the good quality is Thai food. Many people like Thai food. (Student No. 09)</p> <p><i>Reflect your opinion towards donation for charity or organization in your community? Is donation necessary?</i></p> <p>I think donation is important in my community. If we can donate to help</p>	<p>(Student No. 09)</p> <p>LOTS-K</p>	<p>Knowledge: Identify the story elements: plot, characters, setting.</p>

Story by

Louisa May

Alcott)

other people, our community is improved. (Student No. 02)

Do you think it's important to help people who need help? (Student No. 04) Knowledge: Identify the story elements: plot, characters, setting.

LOTS-K

This is important because he may not be able to do it on his own or his abilities are insufficient, so it is important. (Student No. 04)

Reflect your opinion toward the (Student No. 03) Application: Make connections

statement. "Wisdom aged people generated wisdom ways of life for young." LOTS-A between the story's message and personal experiences.

Unit Test 2

(The Aged

Mother by

Matsuo

Basho)

In my own opinion, old people are people who are more experienced than us. Sometimes what we don't know or can't do, we can ask them. Sometimes we should learn for ourselves by observing the elders. So, young people should learn experience and wisdom from old people. (Student No. 03)

Which groups of people generally need the most support in a community? Why?

Personally, I think people with disabilities are the people who need support the most. because they can't help themselves, we should allow

(Student No. 06)

HOTS-E

Evaluation: Judge the validity of an interpretation or statement based on a criterion.

<p>them to live normal lives. So, we should help them like repairing paths for people with disabilities or creating paths for people with disabilities that fit their bodies. (Student No. 06)</p>	<p><u>What do you think about puppy love or infatuation?</u> Personally, I think Poppy Love is the love at first sight that often happens in school. It makes us happy in that moment because we feel God with someone. First love is good part but we should think more about it. Overall, first love is love in college and we should behave well. (Student No. 01)</p>	<p>(Student No. 08) HOTS-E</p> <p>Evaluation: Judge the validity of an interpretation or statement based on a criterion.</p>
<p><b>Unit Test 3</b> <b>(The Kiss by Kate Chopin)</b></p> <p><u>Explain some effects after getting angry with someone</u> Personally, I think when we feel angry with someone. We should find trust people or find something to relieve stress and anger. Find a place to release your emotions or find something to eat that makes you feel comfortable and better. (Student No. 08)</p>	<p><u>Do you like or dislike change of living or home?</u> In my opinion, if not necessary, it better to have no relocation. For example, moving requires starting all over again like home, job, people, food and culture, Overall, changing home can affect life change, stable job, happiness and safety. Also, the place I live in is comfortable enough and has a friendly society, so I don't need to move. (Student No. 07)</p>	<p>(Student No. 01) LOTS-A</p> <p>Application: Make connections between the story's message and personal experiences</p>
<p><b>Posttest</b> <b>(Home by Gwendolyn Brooks)</b></p>		<p>(Student No. 07) HOTS-E</p> <p>Evaluation: Judge the validity of an interpretation or statement based on a criterion.</p>

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What should be the good quality of living in your country?

In my opinion, the good quality is people should not be selfish living together. If most people are selfish like they throw rubbish into the river, it makes the river dirty or don't respect to traffic rules it makes road accidents. In a nutshell, everyone should be generous to make good equality living and make the country a better place. (Student No. 04)

(Student No. 04) Evaluation: Judge the validity of an interpretation or statement based on a criterion.

HOTS-E



According to the Table: 29, to assess students' ability evaluation skills, the reflecting skill is used to examine critical thinking skills by writing short answers to critical thinking questions. These are the results of the pre-test and post-test tests and the three-unit tests. The researcher used the 6-level critical thinking framework to examine the content of the responses. According to the reflecting skill of the participants presented in Table: 4.12, critical thinking results in the pretest showed that the students could not reflect ideas and perspectives toward important issues from the literature that were not connected to the scope of evaluation level. On the other hand, in pretest, the answers were tested to mostly match in the scope of application level more than evaluation level which were students could make connections between the story's message and personal experiences for example.

*What should be the good quality of living in your country?*

*"I think the good quality is Thai food. Many people like Thai food." (Student No. 09)  
(LOTS-K)*

In the 3-unit tests, some students had improved their ideas and responded with more reasonable explanation than the pretest results. However, some students still could not reach scope of evaluation level which could reflect ideas and perspectives toward important issues from the literature to answer the questions. Their answers were in the scope of application level more than evaluation level that students could make connections between the story's message and personal experiences. Therefore, they still could not reflect ideas and perspectives toward important issues within the 3-unit tests. For example.

*What do you think about puppy love or infatuation?*

*"Personally, I think Poppy Love is the love at first sight that often happens in school. It makes us happy in that moment because we feel God with someone. First love is good part but we should think more about it. Overall, first love is love in college and we should behave well." (Student No. 01) (LOTS-A)*

In the post-test, the findings presented that students had improved their critical thinking skill which they could reflect ideas and perspectives toward important issues relating to the literature to answer the questions matching in the scope of evaluation level as well as they could explain reasons to support their decision more than in pretest and unit tests. Therefore, it is presented that students enhanced their critical thinking in the scope of evaluation level after learning with literature circle activities. For instance:

*What should be the good quality of living in your country?*

*“In my opinion, the good quality is people should not be selfish living together. If most people are selfish like they throw rubbish into the river, it makes the river dirty or don't respect to traffic rules it makes road accidents. In a nutshell, everyone should be generous to make good equality living and make the country a better place.” (Student No. 04) (HOTS-E)*

In summary, the results related to the reflecting skill indicated that students were unable to effectively reflect on ideas and perspectives concerning important issues from the literature during the pre-test, which was conducted before the introduction of the literature circle activities. However, when comparing these results with the post-test, it became evident that students showed significant improvement in their critical thinking and reasoning abilities, as evidenced in their written responses. Through consistent practice and engagement with the evaluating ability in answering critical thinking questions during the literature circle activities, students were able to reflect on ideas and perspectives related to important issues within the scope of evaluation level.

As a result, the use of literature circle activities was found to be effective in developing students' reflecting skills, enabling them to more thoughtfully reflect on important issues presented in literary texts. By incorporating literature circle activities into instructional processes, educators can consistently foster the growth of critical thinking skills based on the Bloom's Taxonomy framework, as demonstrated in Table: 29. The repeated engagement

with the reflecting skill through literature circle activities helps to strengthen students' critical thinking abilities, allowing them to offer more meaningful reflections and insights on important topics and themes within the literature.



### 4.3 The EFL Learners' Attitude on Using the Literature circle activities for English–Speaking and Critical Thinking Skills Development

To explore the EFL learners' attitude towards using the literature circle activities for English–speaking and critical thinking skills development. The semi–structured interview is adopted from Kaowiwattanakul (2020) and literature review. This interview was face to face interview using Thai language and audio recording was used during the interview.

The interview questions comprised of 3 parts including:

1. The overall attitude toward using literature circles activities in instruction,
2. The attitude toward CEFR B2 English–speaking skills development in instruction,
3. The attitude toward critical thinking skills development in instruction.

The result was translated from Thai language to English language. The content analysis is presented in Table 4.13 correspondingly.



**Table 30 The students' attitude toward using literature circles activities in instruction**

NO.	What is the attitude of students towards the use of literature cycle activities in teaching and learning?	Attitude Interpretation
1.1	<b>Questions</b>	<b>Student's answers</b>
	Are the literature contents appropriate and can help develop students' learning or not and how?	<p>It helps a lot. Because all the learned content has helped learners to think beyond, to know more, to learn and to develop further languages. (Student No. 05)</p> <p>Yes, each presented content has motivational ideas and makes students learn more. (Student No. 07)</p> <p>Yes, the content can practice thinking skills, coherent analysis by applying the acquired skills in speaking, listening and writing in English. (Student No. 06)</p> <p>Yes, it is appropriate because it helps in learning. The content is very important which learners can get vocabulary and practice translation. (Student No. 03)</p>
		<p>Helping learning content</p> <p>Enhancing motivation</p> <p>Practicing thinking skills</p> <p>Helping vocabulary learning and practicing translation</p>

According to Table 30, the research investigated three aspects of students' attitudes towards the use of literature circle activities in teaching and learning development. The study employed a semi-structured interview with the participants, and the interviews were recorded for analysis. The findings from Table 4.13 are as follows:

Frist of all, the students' attitude towards the use of literature contents to facilitate learning development was examined. The majority of the students agreed that utilizing literary texts was suitable for their level and educational objectives. They found literature to be a valuable resource for enhancing their English language skills in all areas, with particular emphasis on English-speaking skills. Moreover, reading literature was seen as contributing to their critical thinking and analytical abilities.

NO.	What is the attitude of students towards the use of literature cycle activities in teaching and learning?	Attitude Interpretation
1.2	<b>Questions</b>	<b>Student's answers</b>
	Are the Literature Circle activities appropriate and help develop students' learning or not, and how?	It helps develop a lot. Because every activity will cover knowledge and enhance the experience of speaking skill. It can cause rapid development. (Student No. 09)
		Enhancing the experience of speaking skill
		Yes, it helps enhance students' language skills. I have practiced thinking skills to answer questions reasonably. (Student No. 04)
		Practicing thinking skills
		Sure, it helps to develop reading and interpretation skills from reading activities. (Student No. 01)
		Developing reading and interpretation skills
		Yes, it is appropriate and helps develop. The teaching content may contain difficult vocabulary or new content, improving us to remember, learn and develop language skill. (Student No. 08)
		Developing language skill
		Suitable, it was good activities especially group activities, but teacher may add more games for fun. (Student No. 02)
		Joining group activities

Then, the students' attitude towards the use of literature circle activities to enhance student learning was explored. The results indicated that most students agreed that engaging in literature circle activities was beneficial. These activities effectively improved their English skills, particularly in reading and speaking, and provided opportunities to practice their interpretation skills during the activities. Additionally, participating in literature circle activities created an immersive English-speaking environment in the classroom, supporting English language development.

NO.	What is the attitude of students towards the use of literature cycle activities in teaching and learning?	Attitude Interpretation
1		
1.3	<b>Questions</b>	<b>Student's answers</b>
	In terms of the LCs roles learners have been given, is it appropriate and helps to develop the student's learning or not and how?	<p>Yes, it helps develop very much. I can learn about unknown words a lot in my roles. (Student No. 04)</p> <p>Learning new words</p> <hr/> <p>It helps develop a lot. Because it helps learners to understand and learn repeatedly to get new ideas and improve language to next levels. (Student No. 03)</p> <p>Learning repeatedly to get new ideas and improving language</p> <hr/> <p>The roles are appropriate, they can enhance students learning and also English reading and writing skills. (Student No. 06)</p> <p>Improving English reading and writing skills</p>

Also, the students' attitude towards the roles of literature circle activities in their English language development was investigated. The findings revealed that most students agreed that the roles in literature circle activities significantly contributed to their English language development. The repetition of literature circle activities allowed them to continuously learn and generate new ideas, leading to constant improvement in their English language proficiency. Furthermore, assuming different roles during the activities enhanced their understanding of vocabulary and other English skills, such as reading and writing.

In conclusion, according to Table 30, the results regarding students' attitudes towards the use of literature circle activities in teaching and learning development, across the three aspects of literature content, literature circle activities, and literature circle roles, demonstrated that most students positively perceived the use of literature circle activities in their learning process. The findings indicated that students found literature circle activities beneficial for their learning achievements, as presented in Table 30.

**Table 31 The attitude toward CEFR B2 English-speaking skills development in instruction**

NO.	How is the overall attitude of learners towards the development of English-speaking skills in CEFR B2 level?	Attitude Interpretation
2.1	<b>Questions</b>	<b>Student's answers</b>
	Can the content or literature help students improve English speaking skills and how?	<p data-bbox="651 562 1118 685">Yes, I have practiced using English to answer the questions related to the literature. (Student No. 07)</p> <p data-bbox="651 696 1118 775">Yes, I have taken the literature that has been read to speak and summarize ideas. (Student No. 01)</p> <p data-bbox="651 786 1118 864">Yes, because there are lots of new interesting words in literature to learn. (Student No. 09)</p> <p data-bbox="651 875 1118 1066">It helps to develop a lot because literature requires reading and translation skills to be able to understand all content. For me, it's great and appropriate for practicing English speaking. (Student No. 08)</p> <p data-bbox="651 1077 1118 1245">Sure, I have developed by learning with literature as a teaching tool. I have developed new perspectives, new ideas and increasing critical thinking skills. (Student No. 02)</p>
		<p data-bbox="1182 562 1385 640">Improving English responses</p> <p data-bbox="1182 696 1385 775">Improving English reading and speaking</p> <p data-bbox="1182 786 1385 819">Learning new words</p> <p data-bbox="1182 875 1385 987">Improving English speaking, translation and reading skills</p> <p data-bbox="1182 1077 1385 1200">Developing new perspectives, new ideas and thinking skills</p>

According to Table 31, there are four aspects of students' attitudes towards the use of literature circle activities in the development of English-speaking skills at the CEFR B2 level. The results are explained as follows:

Regarding the student's attitude towards the use of literature content to improve English-speaking skills, most students agreed that using literary works as content can significantly enhance their English-speaking abilities. Literature offers a plethora of new and interesting words, perspectives, and ideas, which allows students to practice and integrate various language skills, including reading and translation. Moreover, engaging with literature content can enhance students' thinking processes, thereby contributing to their speaking proficiency. Consequently, literature serves as a valuable resource for students to practice

expressing their ideas, perspectives, and thinking skills, while also providing materials for improving their vocabulary, translation, and summarization abilities in English.

NO.	Questions	Student's answers	Attitude Interpretation
2	How is the overall attitude of learners towards the development of English-speaking skills in CEFR B2 level?		
2.2	What LCs activities improve your English-speaking skills the most?	To answer questions because students must arrange and prepare sentences for answering questions. So, I think to respond to questions improve English speaking skills the most. (Student No. 03)	Improving English-speaking responses
		Preparing to answer questions and then answer the questions by speaking in English. (Student No. 05)	Improving English-speaking responses
		For me, reading and writing in literature circle activities help me improve English better. (Student No. 06)	Improving reading and writing skills
		I think the practicing in summarizing from literature developed my English skills. (Student No. 09)	Developing summarizing skill
		The question-and-answer activity. Because it enhanced my thinking process, vocabulary improvement and judging skill. (Student No. 07)	Improving English-speaking responses
		In my opinion, Speaking and answering to questions. Because it requires reading aloud skills and speaking in longer sentence. (Student No. 05)	Improving English-speaking responses

Concerning the student's attitude towards English-speaking skills improvement in literature circle activities, most students found that participating in speaking and responding to literature within LCs activities was highly beneficial for developing their English-speaking skills. Specifically, the question-and-answer activity in LCs provided an opportunity for students to learn new words, phrases, and sentences to enhance their speaking abilities progressively in each round of the activity. Furthermore, students perceived that engaging in the activity facilitated their thinking processes and other thinking skills, such as judgment. Additionally, they acknowledged that reading, writing, and summarizing skills also contributed to the development of their English-speaking abilities.

Regarding the student's attitude towards their English-speaking level reaching the CEFR B2 level, some students realized that they had reached the CEFR B2 level through their engagement in LCs activities. They recognized the pivotal role of LCs activities in their English language development, encompassing listening, speaking, reading, and writing skills. However, some students acknowledged that they still needed further development as they required more practice to achieve the CEFR B2 level, particularly when responding promptly to questions. These students acknowledged the need to focus on improving their progress in English speaking skills.

NO.	Questions	Student's answers	Attitude Interpretation
2	How is the overall attitude of learners towards the development of English-speaking skills in CEFR B2 level?		Attitude Interpretation
2.3	<b>Questions</b>	<b>Student's answers</b>	
	Do you think your English-speaking skill reaching CEFR B2 level?	I think I can reach CEFR B2 level. (Student No. 02)	Reaching CEFR B2 level
		I think I can reach B2 level because I am quite confident that I am good at listening, speaking, reading and writing after completing the LCs activities. (Student No. 08)	Reaching CEFR B2 level and more confident
		Sure, I think I can reach CEFR B2 because I am quite confident that I am good at listening, speaking, reading and writing. (Student No. 04)	Reaching CEFR B2 level
		I think I still need to develop a lot to reach CEFR B2. Because there are other skills that need to be improve for reaching in CEFR B2 level. (Student No. 06)	Still need to develop
		I am not sure because I still haven't been able to answer the questions immediately yet and I need more time to prepare the answer. (Student No. 01)	Not sure to reach CEFR B2 level
		Not yet, because there are still some words that I cannot understand and answer promptly. (Student No. 03)	Not sure to reach CEFR B2 level

Therefore, the overall result of students' attitudes towards the use of literature circle activities in English speaking skills development at the CEFR B2 level is composed of three aspects: using literature content to enhance English speaking skills, LCs activities' contribution to improving English speaking skills, and students' evaluation of their English-speaking skills

at the CEFR B2 level. The findings demonstrated that, after completing the LCs activities facilitated by the teacher, students recognized improvements in their CEFR B2 English-speaking qualities, as well as other skills like listening and interpretation. Utilizing literature content allowed students to learn and practice speaking skills through reading literature, leading to improvements in vocabulary and expression used in their speaking performance.

Furthermore, most students agreed that the question-and-answer activity in LCs stimulated their English speaking development, as it enabled them to learn and apply new words, phrases, and sentences in their speaking progressively. Lastly, in evaluating their English-speaking skills at the CEFR B2 level, the majority of students perceived that they had reached this level, becoming more confident in their speaking abilities. Only a few students expressed the need for further development, recognizing the importance of practicing other skills to reach the CEFR B2 level.



**Table 32 The attitude toward critical thinking skills development in instruction**

NO.	How is the overall attitude of learners towards the development of Critical thinking skills?	Attitude Interpretation
3		
3.1	<b>Questions</b>	<b>Student's answers</b>
	Can the content or literature help students improve Critical thinking skills and how?	<p>Yes, this content reinforces critical thinking by understanding the roles of the characters and the meaning characters which convey through literature. (Student No. 07)</p> <p>Of course, literature helps improve the analytical thinking process. (Student No. 06)</p> <p>For me, yes, it helps because it has plenty of new vocabulary and improve my reading technique. (Student No. 03)</p> <p>Literature helps a lot because it produces an analytical thinking process to students, and I can develop English language from literatures. (Student No. 05)</p> <p>I think I get new thoughts or perspectives from the literature and can apply them in daily life. (Student No. 08)</p> <p>Yes, I can think better and need to translate and understand literature very clearly before improving ideas. (Student No. 01)</p>
		<p>Improving critical thinking skill</p> <p>Improving analytical thinking skill</p> <p>Improving analytical thinking and reading skill</p> <p>Improving critical thinking and English skill</p> <p>Developing new thoughts or perspectives</p> <p>Improving critical thinking skill</p>

According to Table 32, there are four aspects of students' attitudes towards the use of literature circle activities in the development of critical thinking skills. The results from Table 32 are explained as follows:

First of all, the results concerning the student's attitude towards the use of literature content to improve critical thinking skills indicated that the majority of students agreed that using literary works as content can significantly enhance critical thinking skills. Students reported that literature provided them with opportunities to learn and develop new ideas, opinions, or perspectives, which they could then apply in their daily lives. The roles of the characters and the deeper meaning of the literature particularly motivated them to improve their analytical thinking abilities. Additionally, literature not only inspired students to learn

and think critically but also encouraged the development of their English language skills, including vocabulary, translation, speaking, and listening.

NO.	How is the overall attitude of learners towards the development of Critical thinking skills?	Attitude Interpretation
3		
3.2	<b>Questions</b>	<b>Student's answers</b>
	What activities improve your Critical thinking skills the most?	Speaking and writing activities develop critical thinking skills. (Student No. 02)
		Speaking and writing activities
		Practicing answering in three-parts as the teacher taught by summarizing the content in the literature to respond. (Student No. 04)
		Practicing answering in three-parts
		Reading literary content, answering questions by speaking, and reasoning to support the responses. (Student No. 05)
		answering questions by speaking, and reasoning to support the responses
		Analysis of the literature and presentation in classroom. (Student No. 08)
		Analysis of the literature and presentation

The results concerning the students' attitude towards the activities that most improved their critical thinking revealed that most students agreed that literature circle activities were beneficial for their language and thinking development. Among these activities, the discussions and speaking exercises were highlighted as the most effective for promoting critical thinking. Students explained that these activities required them to summarize ideas before speaking or presenting them in the classroom. They further acknowledged that literature circle activities encompassed the improvement of English-speaking skills, allowing students to practice coherent development, reading, interpretation skills, and experience speaking skills within their assigned roles.

NO.	How is the overall attitude of learners towards the development of Critical thinking skills?	Attitude Interpretation
3		
3.3	<b>Questions</b>	<b>Student's answers</b>
	Do you think which level of Critical thinking skills you are in?	Excellent, I can explain with more details and reasons. (Student No. 09)
		Good, it makes me think carefully before speaking. (Student No. 07)
		Moderate, I can think better but sometimes I need more data to speak. (Student No. 01)
		Moderate, I still need more time to prepare myself before answer or speak. (Student No. 04)
		Fair, I think I need more learning to practice my critical thinking skill to express sufficient reason. (Student No. 03)

Subsequently, the results regarding the student's attitude toward their own critical thinking skill development presented three main categories: high, medium, and fair. Most of the students expressed that their critical thinking skills were at a high or excellent level. They were confident in their ability to articulate appropriate reasons to showcase their critical thinking skills. However, some students indicated that their critical thinking skills were at a moderate level, as they felt the need for more content and preparation time to speak more effectively. These students believed that with the influence and guidance of teachers, they could think more critically and respond with more suitable reasons. Finally, a portion of the students clarified that their critical thinking ability was at a normal level, acknowledging the need for more ideas and reasons to articulate their thoughts effectively. They also felt that more practice time would be beneficial in showcasing their critical thinking skills.

In summary, there are three aspects of students' attitudes towards the use of literature circle activities in the development of critical thinking skills. These aspects include the results of students' understanding of critical thinking skills, the use of literature content to improve critical thinking skills, the activities that significantly enhance students' critical thinking, and the students' self-assessment of their critical thinking skill development. The

findings indicate that students comprehend the definition and importance of critical thinking skills and agree that literature plays a vital role in enhancing these skills. Moreover, activities such as speaking exercises derived from literary content also contributed to the improvement of critical thinking skills.

The next chapter presents the discussion of the research findings.



## CHAPTER V

### DISCUSSTION AND CONCLUSION

This chapter presents the conclusion of the study, a discussion of the three main results, and the limitations of the study. Furthermore, pedagogical implications and suggestions for future research studies are shown as well in this chapter.

#### 5.1 Conclusion of the Study

This study utilized a single-group pretest-posttest experimental research design, employing a one-unit test involving literature circle activities based on Reader-response theory for upper secondary school EFL students. The research objectives were threefold: (1) to investigate the effect of utilizing the literature circle activities on the development of English-speaking skills among EFL learners, (2) to explore the impact of using the literature circle activities on the enhancement of critical thinking skills among EFL learners, and (3) to examine the attitudes of EFL learners towards the application of literature circle activities for improving their English-speaking and critical thinking skills.

The study participants comprised tenth-grade students from the Demonstration School, University of Phayao, and the sample size was nine students, selected using a purposive sampling approach. The research employed four instruments: (1) lesson plans for literature circle activities, (2) CEFR B2 English-speaking skills test, which aimed to assess the participants' proficiency in CEFR B2 English-speaking skills in five qualities, including vocabulary, accuracy, fluency, integration, and coherence. Literary texts, such as "Home" by Gwendolyn Brooks for the pretest and posttest, "Cousin Tribulation's Story" by Louisa

May Alcott for unit test 1, "The Aged Mother" by Matsuo Basho for unit test 2, and "The Kiss" by Kate Chopin for unit test 3, were used to generate questions to assess students' CEFR B2 English-speaking skills.

The second instrument, the critical thinking skill test, was developed by integrating two parts: Bloom's taxonomy and literary texts. The Bloom's taxonomy was adapted and developed from Anderson and Krathwohl (2001), Bloom (1956), and Kaowiwattanakul (2008) and included analyzing and evaluating levels. Within the analyzing sections, there were three sub-skills of critical thinking, namely choosing, differentiating, and integrating. The evaluation sections consisted of three skills of critical thinking, namely checking, judging, and reflecting. Students were required to write short-response tasks in English for two questions in each round of the test, which included the pretest, unit test 1, unit test 2, unit test 3, and post-test. The literary texts used for the critical thinking test were adapted and generated from four literary works: "Home" by Gwendolyn Brooks for pretest and posttest, "Cousin Tribulation's Story" by Louisa May Alcott for unit test 1, "The Aged Mother" by Matsuo Basho for unit test 2, and "The Kiss" by Kate Chopin for unit test 3.

The third instrument was the participants' attitude interview, developed based on Kaowiwattanakul (2020) and literature review. This interview was conducted after the post-test and included three parts: (1) the overall attitude towards using literature circle activities in instruction, (2) the attitude towards CEFR B2 English-speaking skills development in instruction, and (3) the attitude towards critical thinking skills development in instruction.

The key findings of the research study were summarized into three major sections corresponding to the three research questions. The first section presented the results concerning the effect of literature circle activities on the development of EFL learners' English-speaking skills at the B2 level in the CEFR framework. The second section discussed the effect of literature circle activities on the enhancement of EFL learners' critical thinking

skills. Lastly, the third section explored the attitudes of EFL learners towards the use of literature circle activities for improving their English-speaking and critical thinking skills.

### **5.1.1 The effects of using literature circle activities on English-speaking skills in CEFR B2 level development**

The quantitative findings from the CEFR B2 English-speaking skill test showed that the literature circle activities improved the participants' CEFR B2 English-speaking skills. The mean score in the post-test was higher than the mean score in the pretest in all qualities including vocabulary, accuracy, fluency, interaction, and coherence of the CEFR B2 English-speaking skill qualities. Furthermore, the participants improved their scores as progressive scores during the 3-unit tests which showed that the literature circle activities teaching improved the participants' CEFR B2 English-speaking skills in a progressive way in repeated-method measurement.

### **5.1.2 The effects of using literature circle activities on critical thinking skill development**

The qualitative findings from the critical thinking skill test showed that the literature circle activities improved the critical thinking skill. The content analysis in the post-test showed that the participants responded to the questions with critical thinking reasons more improved than the pretest in all qualities including analyzing skills as choosing, differentiating, integrating skills. The participants could identify an important message and main ideas presenting that they could analyze issues they were experiencing.

For evaluating skills as checking, judging, and reflecting skills, the participants could make a decision in a particular situation and judge the validity of an interpretation or

statement based on their criterion presenting that they could evaluate matters they had learned from literature circle activities.

Moreover, the participants had enhanced their analyzing and evaluating skills progressive way in the 3–unit test showing that the literature circle activities teaching improved the participants' critical thinking skills. These critical thinking results were related to the study of Daniels (2002), Kaowiwattanakul (2020) and Shelton–Strong (2012).

### **5.1.3 The attitude of using literature circle activities on English–speaking skills in CEFR B2 level and critical thinking skill development**

The qualitative findings from the attitude interview showed that the literature circle activities improved the participants' English–speaking skills at CEFR B2 level and critical thinking skills. The content analysis of attitude interview after the post–test showed that most of the participants had a positive attitude in three aspects including the overall attitude toward using literature circles activities in instruction, the attitude toward CEFR B2 English–speaking skills development in instruction, and the attitude toward critical thinking skills development in instruction. In summary, after the participants were instructed by the literature circle activities, they agreed that they had improved in both the CEFR B2 English–speaking skills and critical thinking skills.

## 5.2 Discussion

The discussion was based on the three major findings. The first finding was CEFR B2 English-speaking skills development under literature circle activities teaching. The second finding was critical thinking skills development under literature circle activities teaching. Lastly, the third finding was students' attitude towards the literature circle activities teaching B2 English-speaking skills and critical thinking skills development.

### 5.2.1 The effects of using literature circle activities on English-speaking skills in CEFR B2 level development

The findings from the overall mean scores of the CEFR B2 English-speaking skill test presented that the literature circle activities improved the participants' CEFR B2 English-speaking skills. Likewise, the participants' English-speaking skill was developed in all five qualities including vocabulary, accuracy, fluency, interaction, and coherence qualities (CEFR, 2001).

The finding was correlated to Kaowiwattanakul (2020), Shelton-Strong, (2012), Worawong, (2019), and Willcox-Ficzere (2018) explained that students could improve their English-speaking skills in group discussion and presentation. They could collect ideas or perspectives from their colleagues and practice speaking altogether improving their speaking skills. While the teacher as a mentor supported and encouraged students to speak under the CEFR B2 English-speaking skills criteria.

The overall mean score in five tests – Pretest ( $\bar{x} = 16.83$ ), Unit test 1 ( $\bar{x} = 26.39$ ) Unit test 2 ( $\bar{x} = 30.56$ ), Unit test 3 ( $\bar{x} = 34.44$ ) and Posttest ( $\bar{x} = 37.44$ ) – presented that the students improved their English-speaking skills at CEFR B2 level progressively after they participated in literature circle activities. According to the CEFR B2 aspects, the participants

also improved their English-speaking aspects progressively after they participated in the literature circle activities. The aspects were explained as follows:

As a result of the vocabulary aspects in the CEFR B2, vocabulary quality is defined as students who can use vocabulary resources flexibly to discuss a variety of topics, can use less common and idiomatic vocabulary, and demonstrate some awareness of language placement, with some inappropriate choices (CEFR, 2001). The participants' results showed that they could gradually improve their vocabulary aspects at the CEFR B2 level and the overall score improved gradually in each lesson, including Pretest ( $\bar{x} = 3.44$ ), Unit test 1 ( $\bar{x} = 5.44$ ) Unit test 2 ( $\bar{x} = 6.22$ ), Unit test 3 ( $\bar{x} = 7$ ) and Posttest ( $\bar{x} = 7.5$ ). Although the total full score is 9 defined as in CEFR B2 vocabulary aspects, the students' scores were  $\bar{x} = 7.5$  in the post-test which seems not to cover the CEFR B2 vocabulary quality definition, however, it was the highest score in the 4 lessons and showed that the students reached the vocabulary quality in CEFR B2 English-speaking skill. Consequently, the results showed that they have improved their vocabulary skills and can use the vocabulary resources flexibly for the most part to discuss a variety of topics reaching the CEFR B2 level of English-speaking aspects (CEFR, 2001).

As the result of accuracy qualities in CEFR B2, accuracy aspects is defined as students who can use accurate information associated with questions (CEFR, 2001). The participants' results presented that they could continuously improve their accuracy skills in the CEFR B2 level and the overall score improved continuously in each lesson, including the Pretest ( $\bar{x} = 3.44$ ), Unit test 1 ( $\bar{x} = 5.44$ ) Unit test 2 ( $\bar{x} = 6.22$ ), Unit test 3 ( $\bar{x} = 7$ ) and Posttest ( $\bar{x} = 7.5$ ). Even though the total full score is 9 defined as in CEFR B2 accuracy quality, the students' scores were  $\bar{x} = 7.5$  in the post-test which seems not entirely covered the CEFR B2 accuracy quality definition, nevertheless, it was the highest score in 4 lessons and showed that the students reached the accuracy aspects in CEFR B2 English-speaking

skill. Accordingly, the results showed that they have enhanced their accuracy skills and can use accurate information associated with questions reaching the CEFR B2 level of English-speaking qualities (CEFR, 2001).

As the result of fluency aspects in CEFR B2, fluency aspects is defined as students who can keep speaking comprehensibly, even though pausing for grammatical and lexical planning (CEFR, 2001). The participants' results presented that they could increasingly improve their fluency skills at the CEFR B2 level and the overall score improved increasingly in each lesson, including the Pretest ( $\bar{x} = 3.5$ ), Unit test 1 ( $\bar{x} = 5.17$ ) Unit test 2 ( $\bar{x} = 6.06$ ), Unit test 3 ( $\bar{x} = 7.06$ ) and Posttest ( $\bar{x} = 7.39$ ). Even though the total full score is 9 defined as in CEFR B2 fluency aspects, the students' scores were  $\bar{x} = 7.39$  in the posttest which seems not wholly covered the CEFR B2 fluency quality definition, yet it was the highest score in the 4 lessons and showed that the students reached the fluency quality in CEFR B2 English-speaking skill. Therefore, the results showed that they have enhanced their fluency skills and can keep speaking comprehensibly, even though pausing for grammatical and lexical planning reaches the CEFR B2 level of English-speaking aspects (CEFR, 2001).

As the result of interaction aspects in CEFR B2, interaction aspects is defined as students who can maintain and close simple face-to-face conversations with confidence on topics they have studied (CEFR, 2001). The participants' results presented that they could continuously improve their interaction skills at the CEFR B2 level and the overall score improved continuously in each lesson, including the Pretest ( $\bar{x} = 3.44$ ), Unit test 1 ( $\bar{x} = 4.78$ ) Unit test 2 ( $\bar{x} = 6.39$ ), Unit test 3 ( $\bar{x} = 7.06$ ) and Posttest ( $\bar{x} = 7.56$ ). Although the total full score is 9 defined as in CEFR B2 interaction aspects, the students' scores were  $\bar{x} = 7.56$  in the posttest which seems not entirely covered the CEFR B2 interaction quality definition, however, it was the highest score in 4 lessons and revealed that the students reached the interaction quality in CEFR B2 English-speaking skill. Accordingly, the results showed that

they have improved their interaction skills and can maintain and close simple face-to-face conversations with confidence on topics they have studied (CEFR, 2001).

As the result of coherence qualities in CEFR B2, coherence quality is defined as students who can link well a series of shorter and discrete simple elements into a connected and linear sequence of points (CEFR, 2001). The participants' results presented that they could increasingly improve their coherence skills at the CEFR B2 level and the overall score improved increasingly in each lesson, including the Pretest ( $\bar{x} = 3.11$ ), Unit test 1 ( $\bar{x} = 4.78$ ) Unit test 2 ( $\bar{x} = 5.61$ ), Unit test 3 ( $\bar{x} = 6.33$ ) and Posttest ( $\bar{x} = 7.33$ ). Even though the total full score is 9 defined as in CEFR B2 coherence quality, the students' scores were  $\bar{x} = 7.33$  in the post-test which seems not wholly covered the CEFR B2 coherence quality definition, however, it was the highest score in 4 lessons and presented that the students reached the coherence quality in CEFR B2 English-speaking skill. Consequently, the results showed that they have improved their coherence skills and can link well a series of shorter and discrete simple elements into a connected and linear sequence of points reaching the CEFR B2 level of English-speaking qualities (CEFR, 2001).

In conclusion, the quantitative results have demonstrated that the inclusion of literature circle activities positively impacted the English-speaking skills of EFL students. The reflective stage of the literature circles served as a motivating factor for students, leading to active participation in speaking and discussions and consequently, improvements in their English-speaking abilities within the CEFR B2 framework. These findings align with the advantages of utilizing literature circle activities highlighted by Daniels (2002) and Elhess and Egbert (2015), who emphasized their role in developing oral skills and fostering collaborative conversations. Moreover, the results are consistent with the principles of Reader Response theory, which suggest that learners can gain self-awareness through reflecting on their actions and experiences, and that literary texts can evoke unique perspectives and emotions (Probst, 1994).

The research findings indicate that the students had the opportunity to practice and demonstrate their English-speaking skills in each lesson, resulting in a gradual improvement across the five aspects of CEFR B2 spoken language proficiency: vocabulary, accuracy, fluency, interaction, and coherence (CEFR, 2001). The posttest scores showed a higher level of proficiency compared to the previous tests, reflecting the students' progress throughout the three lesson plans. Notably, a significant number of students were able to reach the CEFR B2 level. These results are consistent with previous studies conducted by Elhess and Egbert (2015), Kaowiwattanakul (2020), and Shelton-Strong (2012), which demonstrated that integrating Reader Response theory and literature circle activities can enhance English-speaking skills. Engaging in meaningful oral discussions within the context of literature circles provides learners with increased opportunities to practice their oral skills and ultimately develop their proficiency (Daniels, 2002; Elhess and Egbert, 2015; Souvenir, 1997).

In conclusion, based on the research findings, it is evident that incorporating Reader Response theory and literature circle activities in English language classes can foster English-speaking skills and enable EFL students to engage in English conversations and express their opinions about literary works (Daniels, 2002; Hickman, 1981; Probst, 1994).

### 5.2.2 The effects of using literature circle activities on critical thinking skill development

The findings obtained from the content analysis of the critical thinking tests indicate that the literature circle activities had a positive impact on enhancing the participants' critical thinking skills. Specifically, both the analyzing and evaluating skills of the participants showed improvement after engaging in the literature circle activities teaching. These results are in line with previous studies conducted by Iman (2017), Avcı and Özgenel (2019), Kaowiwattanakul (2020), and Sutrisno, Rukmini, Bharati, and Fitriati (2020). These researchers also applied literature circle activities teaching to improve critical thinking skills and found that the instruction contributed to the enhancement of students' critical thinking abilities. These findings are consistent with the explanations put forth by Iser (1980) and Rosenblatt (1978), which suggest that readers critically engage with texts to improve their cognitive and language skills.

The correlation between the findings and Carson's (1993) description emphasizes that literary texts require a reader's active engagement to be fully understood. In this sense, learners play a significant role in the transactional activity of reading. Using literature as an authentic learning material provides readers with an aesthetic experience that prompts them to think critically about cultures, background knowledge, and personal experiences while evaluating texts (CEFR, 2001).

The development effects of the participants' critical thinking skills were attributed to two main factors: the literature circle activities and the questions of the critical thinking test. The literature circle activities teaching comprised three parts: building schema knowledge, engaging in the literary text, and reflecting. In the building schema knowledge part, the participants were able to review their background knowledge to enhance their understanding of the texts. They also linked their own experiences to build their schema knowledge further.

The engaging in the literary text section involved assigning literature circle activities roles to improve students' critical thinking skills, such as Discussion Leader, Summarizer, Connector, Word Master, Passage Person, and Artistic Adventurer (Daniels, 2002; Shelton–Strong, 2012). The participants took on different roles in each round of the lesson, exposing them to different perspectives and encouraging critical thinking about the given questions. They collaborated within their groups, evaluated the literary text, and gathered important points or ideas to respond to.

The reflecting section involved group brainstorming, critical thinking development through group discussions, and switching literature circle roles. Students demonstrated their critical thinking ability by writing short answers at the end of each lesson plan.

Additionally, the questions of the critical thinking test, which required students to write short responses to evaluate their critical thinking skills, were based on different levels of the critical thinking framework. These questions were designed to stimulate students' critical thinking repeatedly throughout their participation in the literature circle activities (Anderson and Krathwohl, 2001; Bloom, 1956; Kaowiwattanakul, 2008). During the engaging in a literary text stage, students engaged in group discussions in the classroom to share ideas and collaborate in thinking about the given questions before reflecting through writing responses. The critical thinking framework questions were used in this study to encourage participants' critical thinking skills repeatedly during the literature circle activities, as shown in Figure 5.

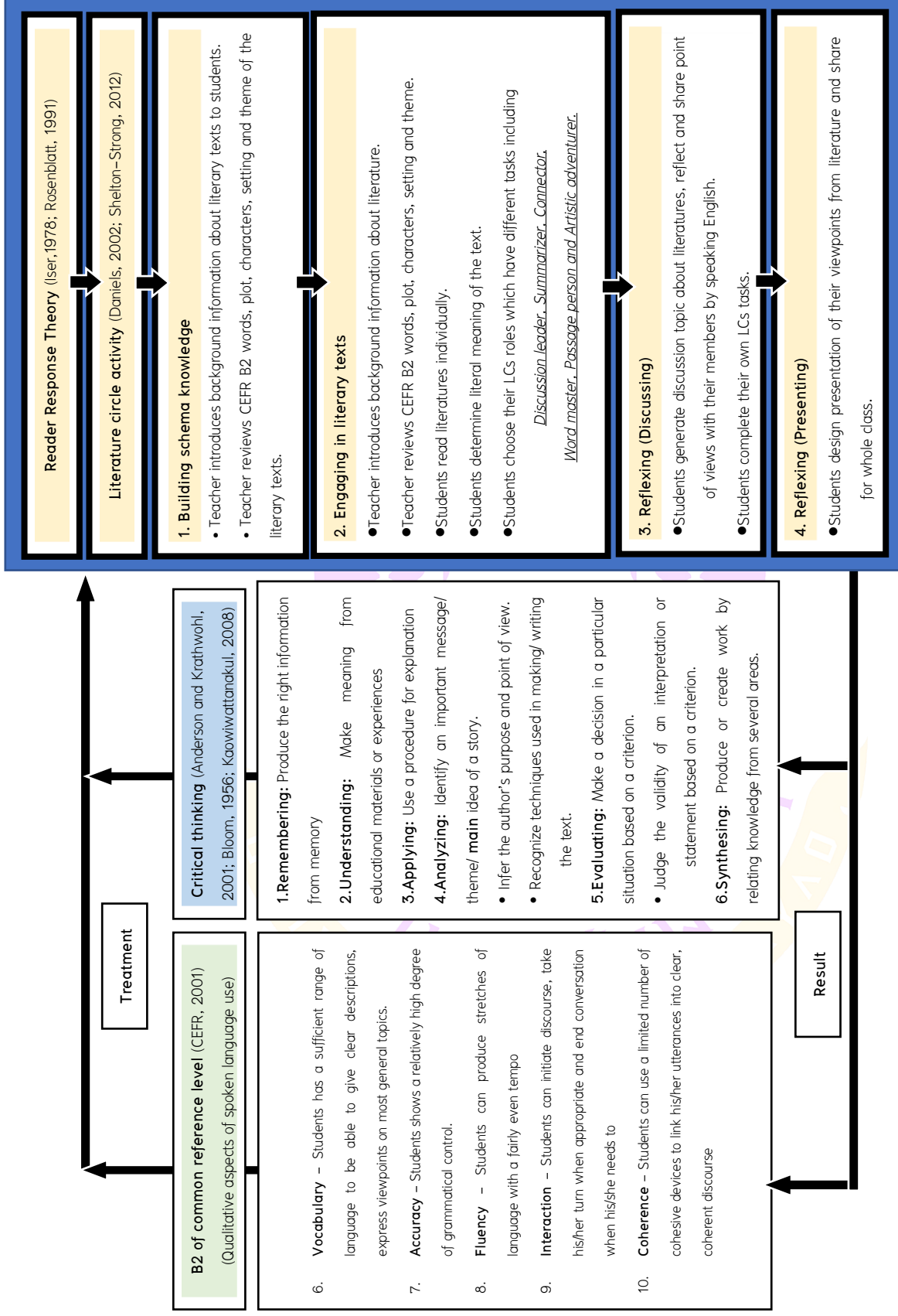


Figure 7 Literature circle activities with CEFR B2 English–Speaking and Critical Thinking Skills Development

**Table 33 The Use of higher Critical Thinking questions from Bloom's Taxonomy**

Questions of English –speaking test and Critical thinking test		
<b>Bloom's Taxonomy</b>	Home	
<b>Critical Thinking skills</b>	by Gwendolyn Brooks	
<b>Analyzing</b>	Identifying	What are the things you like about your home or hometown? Why? Choose between living in capital and living in rural? Explain
	Inferring	What is the difference between living with your family and living alone? Explain What is the difference between the traditional and modern style of houses?
	Recognizing	What do you think about homeless people? How can we help them? Why is renting house better than buying house?
<b>Evaluating</b>	Making decision	What should be considered before buying a new house or moving to a new place? Would you change anything about your home? Why?
	Judging	What do you think about having a good relationship with neighborhood is important to you? What if you must live in a strange new place? How you handle yourselves?
	Reflecting	Do you like or dislike change of living or home? Why? What should be the good quality of living in your country?
<b>Test</b>	Pretest and Posttest	

In each stage of response, which involved using higher-order Critical Thinking questions from Bloom's Taxonomy, students were required to reason and provide well-supported answers based on critical evidence from various sources. This evidence could be drawn from the literary text, their personal experiences, prior knowledge, group discussions, or literature circle activities.

The participants' development of critical thinking skills was evident in the Unit test, where they were able to respond with supporting ideas and reasoning sufficiently for their

answers. In the Pretest, they struggled to write responses that reached higher-order thinking levels such as analysis or evaluation. Instead, their writing responses were primarily at the level of lower-order thinking, focusing on remembering or applying information. However, after engaging in the literature circle activities, the participants demonstrated improved critical thinking skills in their short writing responses in the Posttest. Their writing responses were now at the level of higher-order thinking, involving analysis or evaluation (Bloom, 1965).

As a result, the Posttest writing responses indicated that the literature circle activities had a more substantial impact on improving the participants' critical thinking skills compared to the pretest results (Daniels, 2002; Kaowiwattanakul, 2020; Shelton–Strong, 2012). The literature circle activities, which fostered students' critical thinking, comprised three main stages in this research: building schema knowledge, engaging with literary texts, and reflecting (Kaowiwattanakul, 2020).

In the building schema knowledge stage, students could review their previous knowledge and make connections between their background knowledge and the elements of literature relevant to the text. This process stimulated their critical thinking. Moreover, during the engaging in literary text stage, they selected or switched literature circle roles to foster reading and analyzing texts in a group, contributing to the development of critical thinking skills. The participants were required to switch their literature circle roles during the activity to improve both analyzing and evaluating skills.

The positive effects on the participants' critical thinking skills were observed in two parts: the literature circle activities teaching and the critical thinking test. The literature circle activities teaching in this study consisted of three parts: building schema knowledge, engaging with literary texts, and reflecting (Kaowiwattanakul, 2020).

In the building schema knowledge part, the participants were able to review their background knowledge and enhance their understanding of the texts. They also made

connections between their prior knowledge and experiences to build their schema knowledge. This process allowed them to examine their existing knowledge, deepen their understanding of the texts, and enrich their schema knowledge with personal experiences related to the literary texts. However, it is essential to note that critical thinking skills were not significantly improved during this stage, as students primarily engaged in recalling and understanding information, which aligns with the remembering and understanding levels of Bloom's Taxonomy (1956).

In the "engaging in the literary text" section, both the teacher's role and the literature circle activities played a crucial role in improving students' critical thinking skills. Various roles, such as Discussion Leader, Summarizer, Connector, Word Master, Passage Person, and Artistic Adventurer (Daniels, 2002; Shelton-Strong, 2012), provided unique perspectives, enabling learners to think critically about the activities related to building schema knowledge.

Additionally, students analyzed the literary text within the classroom setting, gathering essential points or thoughts to contribute to the discussion (Kaowiwattanakul, 2021). The teacher played a vital role in observing students' discussions and guiding them to comprehend the issues and engage in meaningful conversations related to the literary texts. The teacher's involvement included stimulating and questioning students to encourage deeper critical thinking. For instance, an evaluation stage question such as "Do you agree with the statement – Every aged person should live in nursing homes? Why?" prompted students to think critically. The teacher continued to challenge students by posing follow-up questions, encouraging each role, led by the Discussion Leader, to delve further into the topic during the literature circle group discussions.

In the reflecting section, the participants actively engaged in brainstorming within their groups to gather ideas and insights from each other. They practiced critical thinking skills through group discussions and also rotated literature circle roles. This stage can be

further divided into two main parts: the discussing part and the presenting part. During the discussing part, students actively participated in group discussions about the literature, reflecting on the text and sharing their viewpoints in English with their fellow group members. They also completed their assigned literature circle tasks. This part provided them with opportunities to practice both their English-speaking skills and their critical thinking skills as they tackled the questions and issues arising from the literary texts. At the conclusion of each lesson plan, the participants demonstrated their critical thinking skills by composing three short answers. These answers required them to apply their critical thinking abilities and express their thoughts on the texts. Through this process, students gradually improved their critical thinking skills as they progressed from one stage to another within the literature circle activities.

In these studies, researchers implemented literature circle activities as a means to enhance students' critical thinking skills, and significant improvements were observed. These findings are consistent with previous studies conducted by Karatay (2017), Kaowiwattanakul (2021), Liao (2009), and Mary Nerissa T Castro (2021), which also emphasize the positive effects of literature circle activities in promoting students' critical analysis of literary texts and enhancing their cognitive and language skills, particularly in speaking.

Throughout the literature circle activities, higher-level Critical Thinking questions based on Bloom's Taxonomy were utilized at each stage of the response process. These questions required students to engage in reasoning and provide well-supported responses. The students drew critical evidence from various sources, including the literary text itself, personal experiences, prior knowledge, group discussions, and the literature circle activities. As a result, the participants demonstrated the development of their critical thinking skills, as evidenced by their performance in the Unit test. In the Pretest, it was observed that the students struggled to produce responses that reached higher-order thinking levels, such as

analysis or evaluation. Instead, their writing responses primarily reflected lower-order thinking levels, focusing on remembering or the application of knowledge.

However, in the Posttest, the students' writing responses demonstrated higher-order thinking levels, including analysis or evaluation, as indicated by the results of the critical thinking tests. This suggests that the students' ability to evaluate issues and provide supportive reasons had been nurtured through their engagement with the literature circle activities, in line with the principles outlined by Bloom (1965).

In conclusion, the qualitative analysis of the critical thinking tests provides compelling evidence that the literature circle activities effectively enhance the participants' critical thinking skills. Specifically, two sections within the literature circle teaching stages were found to promote critical thinking: engaging with the literary text and reflecting on the reading experience. These sections were designed in alignment with Bloom's taxonomy (1956) to facilitate the development of critical thinking skills, particularly at the Analysis, Evaluation, and Synthesis levels.



### 5.2.3 The attitude of using literature circle activities on English-speaking skills in CEFR B2 level and critical thinking skill development

The findings from the content analysis of the attitude interviews demonstrated that the literature circle activities effectively enhanced the participants' English-speaking and critical thinking skills.

The participants' attitudes towards using literature circle activities to improve their English-speaking and critical thinking skills were positive and agreeable across all three aspects, including their overall attitude towards using literature circles activities in instruction, their attitude towards CEFR B2 English-speaking skills development in instruction, and their attitude towards critical thinking skills development in instruction.

These results are consistent with previous studies conducted by Bunga Noah (2018), Kaowiwattanakul (2020), Mary Nerissa T. Castro (2021), and Nurhadi (2017). In these studies, researchers implemented the literature circle activities to teach English-speaking and critical thinking skill improvement, and they observed that the students displayed a positive attitude towards the literature circle activities after completing it.

The results from the previous studies and the present study are in line with the descriptions provided by Bunga Noah (2018), Kaowiwattanakul (2020), Mary Nerissa T. Castro (2021), and Nurhadi (2017). Students reacted very positively to the literature circle activities, and they experienced development in reading, listening, speaking, and writing skills. The literature circle activities facilitated a collaborative peer learning process within student groups, and it also allowed students to learn new concepts and self-assess their progress during the literature circle activities.

In each of the three aspects related to students' attitudes, it was concluded that the literature circle activities significantly contributed to the development of both their English-speaking and critical thinking skills. Each aspect was thoroughly examined separately.

The overall attitude result towards using literature circle activities in instruction revealed that most of the students agreed with the incorporation of literature content, literature circle activities, and literature circle roles to enhance their learning outcomes in all three aspects. They found using pieces of literature to be suitable for their level and educational purposes, enabling them to use literature as a valuable resource for vocabulary and content to improve their English language skills, particularly in speaking. Moreover, the literature circle activities were considered beneficial for enhancing English skills such as reading, speaking, and interpretation. The dynamic nature of the activities created an engaging environment for students to improve their English-speaking abilities and foster collaborative learning. Additionally, the literature circle roles played a crucial role in supporting students' English language development, as they encouraged the enhancement of various skills such as vocabulary, reading, writing, and speaking. The repetition and rotation of these roles allowed students to continuously improve their English language proficiency. In summary, the overall attitude towards using literature circle activities demonstrated that students had a positive perspective towards using pieces of literature, participating in literature circle activities, and engaging in the various roles as these factors positively influenced their language and thinking development.

The second aspect focused on students' attitudes towards using literature circle activities for CEFR B2 English-speaking skills development, encompassing three main components: English-speaking skills development using literary text, English-speaking skills development in literature circle activities, and students' self-assessment of English-speaking skills at the CEFR B2 level. In all three parts, students exhibited a positive attitude.

English-speaking skills development using literary text was perceived as beneficial by students. They found literary texts to be valuable English learning materials that enhanced their vocabulary, translation, and summarization skills. Engaging with literature also helped improve their thought processes, contributing to their speaking performances by providing content resources for expressing their ideas, perspectives, and thoughts.

Then, English-speaking skills development in literature circle activities proved to be useful as well. The question-and-answer activities encouraged students to learn new words, phrases, and sentences applicable to their speaking skills during the literature circle activities. Furthermore, skills such as reading, writing, and summarizing were honed through their participation in these activities.

Next, students' self-assessment of English-speaking skills at the CEFR B2 level indicated that most of them believed they could reach the CEFR B2 English-speaking skills after engaging in literature circle activities. They recognized the crucial role of literature circle activities in fostering their English language development across listening, speaking, reading, and writing skills. While some students acknowledged the need for further improvement and more practice to reach the CEFR B2 level, overall, the literature circle activities instilled confidence and capability in achieving the desired English-speaking skills.

In conclusion, the students' attitudes towards using literature circle activities for CEFR B2 English-speaking skills development demonstrated a positive outlook across various aspects, including their understanding of English-speaking skills at the CEFR B2 level, development using literary text, and their experiences in literature circle activities. In conclusion, students displayed a positive attitude towards the use of literature circle activities to enhance their English-speaking skills. Furthermore, when comparing the pretest and posttest results, the post-test scores for the speaking test were consistently the highest overall. Additionally, the five qualities of the CEFR B2 English-speaking skill framework, which encompass vocabulary, accuracy, fluency, interaction, and coherence (CEFR, 2001),

also showed the highest scores after completing the literature circle activities. Therefore, the literature circle activities effectively contributed to English-speaking skills development in the classroom setting.

In the third aspect, the students' attitude towards using literature circle activities for critical thinking skills development was examined, consisting of three parts: critical thinking skills development using literary text, critical thinking skills development in literature circle activities, and students' self-assessment of their critical thinking skills. In all three parts, students exhibited a positive attitude.

Critical thinking skills development using literary text demonstrated that incorporating pieces of literature as content was beneficial for improving critical thinking skills. Students were able to learn and develop new ideas, opinions, and perspectives from the literature and apply them to their daily lives. Additionally, the roles of the characters and the deep meaning of the literary content served as a motivation for enhancing their analytical thinking. Furthermore, literature not only inspired students to think critically but also facilitated the development of their English language skills, including vocabulary, translation, speaking, and listening.

Critical thinking skills development in literature circle activities was best promoted through the group discussion and speaking activity. In this activity, students were required to summarize, prepare, and develop ideas during group discussions before presenting them in the classroom. The opportunity to brainstorm with group members and prepare answers before speaking contributed significantly to their critical thinking skills. The positive results of this activity were consistent with the findings of previous studies by Bunga Noah (2018), Kaowiwattanakul (2020), and Mary Nerissa T. Castro (2021).

Also, students' self-assessment of their critical thinking skills revealed three main categories of attitudes: high, medium, and fair. Most students rated their critical thinking

skills as high or excellent, as they were able to articulate and think critically while presenting appropriate reasons. Some students rated their critical thinking skills as moderate, indicating the need for more content and preparation time to enhance their critical thinking abilities. Encouraging them to think more critically and respond with appropriate reasons could potentially lead to further improvement. Finally, some students perceived their critical thinking ability as normal, expressing the need for more ideas and reasons to strengthen their critical thinking skills. Additionally, more practice time was seen as essential to demonstrate their critical thinking skills effectively.

In summary, the students' attitudes towards using literature circle activities for critical thinking skill development displayed a positive outlook across various aspects, including their understanding of critical thinking skills, development using literary text, participation in literature circle activities, and self-assessment of their critical thinking skills. Overall, students exhibited a positive attitude towards the use of literature circle activities for critical thinking skill development. Furthermore, when comparing the results of the critical thinking tests conducted during the three lessons, the post-test results indicated that students were able to respond with reflective and well-reasoned answers, showcasing their critical thinking skills in their spoken responses. The critical thinking levels of Bloom (adapted from Anderson and Krathwohl, 2001; Bloom, 1956, and Kaowiwattanakul, 2008) including analyzing and evaluating skills were evident after completing the literature circle activities. Consequently, the findings suggest that literature circle activities can be effectively applied to foster critical thinking development in the classroom.

### 5.3 Pedagogical Implications

The findings of the study provide valuable suggestions for English teachers who teach EFL students. Firstly, it is essential for teachers to have a comprehensive understanding of the literature circle activities, including its approach, roles, and stages. While the activity is commonly used to promote reading skills, it can be adapted to enhance other English skills as well. Teachers have the flexibility to emphasize specific skills or develop multiple skills simultaneously, as recommended by many educators.

In this study, the focus was on developing English-speaking skills through group discussions, presentations, and speaking tests. The research demonstrated that students could improve their English-speaking skills through literature circle activities, leading to higher scores and better learning outcomes. To guide instruction on English-speaking skills, it is recommended that English teachers utilize the Common European Framework of Reference for Languages (CEFR, 2001) as a framework for designing and evaluating materials, such as literary texts, lesson plans, and English-speaking tests.

English teachers should also incorporate the CEFR framework into their teaching practices, considering that EFL students have varying levels of English language proficiency and need guidance based on their proficiency levels. For EFL students in upper secondary levels (grades 10 to 12), who are expected to reach the CEFR B2 level, the CEFR framework should be employed for English language development. In this study, the CEFR B2 framework was utilized in three areas: literary texts, lesson plans, and English-speaking tests. The CEFR B2 framework helped determine the appropriate English language levels for literary texts and supported the instructional functions of literary studies in the classroom, encompassing intellectual, moral, emotional, linguistic, and cultural aspects.

Furthermore, the CEFR B2 framework and its five sub-qualities (vocabulary, accuracy, fluency, integration, and coherence) were used in designing lesson plans and

assessing students' English-speaking skills. The speaking rubric was adapted from the qualitative aspects of spoken language use in the CEFR B2 framework. English teachers are encouraged to adopt both the CEFR B2 framework and its five sub-qualities in their English teaching practices. These frameworks and guidelines can enhance the effectiveness of English language instruction and support EFL students in achieving their language learning goals.

Another significant aspect of this research was the utilization of literature circle activities to enhance critical thinking skills alongside English language skills. Through the group discussions in literature circle activities, students were prompted to think critically about literary texts and engage in discussions with their peers. The critical thinking framework used in this study was Bloom's Taxonomy, specifically focusing on the analyzing and evaluating skills, which represent higher-order thinking levels.

The application of Bloom's Taxonomy as a critical thinking framework in EFL lessons is well-suited for English teachers, as it aligns with the learning objectives of literary studies. Specifically, within the literature circle activities, the critical thinking framework was employed in two areas: lesson plans and critical thinking tests. Lesson plans were carefully designed, and critical thinking questions were generated based on the critical thinking framework. The assessment of critical thinking skills involved content analysis, enabling teachers to evaluate and measure students' responses in relation to each critical thinking skill within the six levels of Bloom's Taxonomy (1956). As a result, English teachers can effectively use Bloom's Taxonomy as a critical thinking framework to foster students' critical thinking skills in the language classroom.

In conclusion, this study also explored students' attitudes towards literature circle activities as a means to develop their CEFR B2 English-speaking and critical thinking skills. Understanding students' attitudes towards the teaching approach is essential as teachers provide instruction and training. Through interviews conducted after the post-test, three

aspects of students' attitudes were examined: their overall attitude towards using literature circle activities in instruction, their attitude towards CEFR B2 English-speaking skills development, and their attitude towards critical thinking skills development. These insights can be valuable for teachers to identify areas for improvement and make adjustments based on students' attitudes and preferences.

#### **5.4 Suggestions for Future Research**

The suggestions for further research encompass two key points. 1. it is advisable to conduct studies with students at different levels, such as lower secondary school or undergraduate levels, in Thailand. Although researchers in other countries have successfully utilized the literature circle activities with students at various levels (Daniels, 2002; Elhess and Egbert, 2015; Kaowiwattanakul, 2020), the present study focused on its effectiveness in developing CEFR B2 English-speaking skills and critical thinking skills among upper secondary school students. Exploring the impact and applicability of the literature circle activities with students at different educational levels in Thailand would provide valuable insights and broaden our understanding of its effectiveness across diverse educational settings.

2. future studies should investigate the integration of technology or media in conjunction with the literature circle activities to further support the development of both English language skills and critical thinking abilities. The current study demonstrated the positive effects of instruction based on the literature circle activities. By incorporating technology or media tools, such as online discussion platforms, multimedia resources, or collaborative writing tools, researchers can explore innovative approaches to enhance student engagement, facilitate language learning, and foster critical thinking within the literature circle context. This line of research holds the potential to contribute to the ongoing

exploration of digital and multimodal approaches to language instruction and their impact on student outcomes.

These research suggestions aim to expand the knowledge base concerning the use of the literature circle activities in diverse educational contexts and with the integration of technology or media. Addressing these areas will further enrich our understanding of effective pedagogical practices and contribute to the continuous improvement of language teaching methodologies. By delving into these aspects, researchers can shed light on the potential benefits and limitations of the literature circle activities in various educational settings and explore new avenues for language instruction that can better equip students with valuable language and critical thinking skills.

### **5.5 Conclusion**

The present study has substantiated the considerable efficacy of literature circle activities in enhancing CEFR B2 English-speaking skills, nurturing critical thinking abilities, and fostering a positive attitude among students. Consequently, it is highly recommended that English reading instructors incorporate literature circle activities into their language lessons. This pedagogical approach not only advances students' English-speaking proficiency in accordance with the CEFR framework but also cultivates critical thinking skills rooted in Bloom's taxonomy. The integration of literature circle activities into the teaching of English as a foreign language serves as a dynamic educational tool, propelling global knowledge, instilling a sense of responsibility, fostering respect for diversity, and nurturing effective and responsible behavior—a quintessential facet in the context of the 21st century (CEFR, 2012; UNESCO, 2017).

Through the implementation of literature circle activities, English educators can establish a vibrant and interactive learning milieu that encourages active participation,

collaborative discourse, and critical examination of literary texts. This pedagogical approach not only augments students' English-speaking prowess but also hones their capacity for critical thinking, information assessment, and proficient expression of ideas. Additionally, literature circle activities instill a positive learning disposition, with students engaging in meaningful and enjoyable literary discussions, thereby engendering a constructive and supportive classroom ambiance.

Therefore, predicated on the findings of this study, it is emphatically recommended that English instructors embrace literature circle activities as a valuable pedagogical tool to cultivate both English-speaking skills and critical thinking acumen. By embracing this approach, educators contribute to the holistic development of EFL students, equipping them with the essential skills and competencies to thrive in an increasingly interconnected and diverse global setting. The integration of literature circle activities into language lessons has the potential to empower students as effective communicators and astute critical thinkers, priming them to confront the challenges of the 21st-century globalized society.



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<b>PUBLICATION</b>	<p>Matmool, W., &amp; Kaowiwattanakul, S. (2023). The Effect of Using Literature Circle Activities on English-Speaking Skills and Critical Thinking Skills of EFL Learners. <i>English Language Teaching</i>, 16(7).</p> <p>Matmool, W., &amp; Kaowiwattanakul, S. ทักษะการใช้ความคิดเชิงวิจารณ์ญาณในการเรียนวรรณคดีของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในระดับมหาวิทยาลัย Attitudes Towards Critical Thinking Skill Development in Studying Literature of EFL Learners at Undergraduate Level.</p>



## APPENDIX

## Appendix 1 CEFR B2 English–Speaking Skill Rubric

Table 34 Appendix 1 CEFR B2 English–Speaking Skill Rubric

Features	3	6	9
<b>1. Vocabulary</b>	<ul style="list-style-type: none"> <li>• Cannot use vocabulary resource flexibly to discuss a variety of topics</li> <li>• Cannot use any common and idiomatic vocabulary or show some awareness of style and collocation, with some inappropriate choices</li> </ul>	<ul style="list-style-type: none"> <li>• Can use vocabulary resource to discuss a variety of topics with some limitation</li> <li>• Can barely use some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> </ul>	<ul style="list-style-type: none"> <li>• Can use vocabulary resource flexibly to discuss a variety of topics</li> <li>• Can use some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> </ul>
<b>2. Accuracy</b>	<ul style="list-style-type: none"> <li>• Cannot use accurately information associated with questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use vaguely information associated with questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use accurately information associated with questions.</li> </ul>
<b>3. Fluency</b>	<ul style="list-style-type: none"> <li>• Cannot keep speaking comprehensibly, even though pausing for grammatical and lexical planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Can keep speaking comprehensibly with some gap, even though pausing for grammatical and lexical planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Can keep speaking comprehensibly, even though pausing for grammatical and lexical planning.</li> </ul>
<b>4. Interaction</b>	<ul style="list-style-type: none"> <li>• Cannot maintain and close simple face-to-face conversation with confidence on topics they have studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Can maintain and close simple face-to-face conversation with limited confidence on topics they have studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Can maintain and close simple face-to-face conversation with confidence on topics they have studied.</li> </ul>
<b>5. Coherence</b>	<ul style="list-style-type: none"> <li>• Cannot link a series of shorter and discrete simple elements into a connected and linear sequence of points.</li> </ul>	<ul style="list-style-type: none"> <li>• Can link vaguely a series of shorter and discrete simple elements into a connected and linear sequence of points.</li> </ul>	<ul style="list-style-type: none"> <li>• Can link well a series of shorter and discrete simple elements into a connected and linear sequence of points.</li> </ul>

## Appendix 2 Lesson Plans

### Lesson plan 1

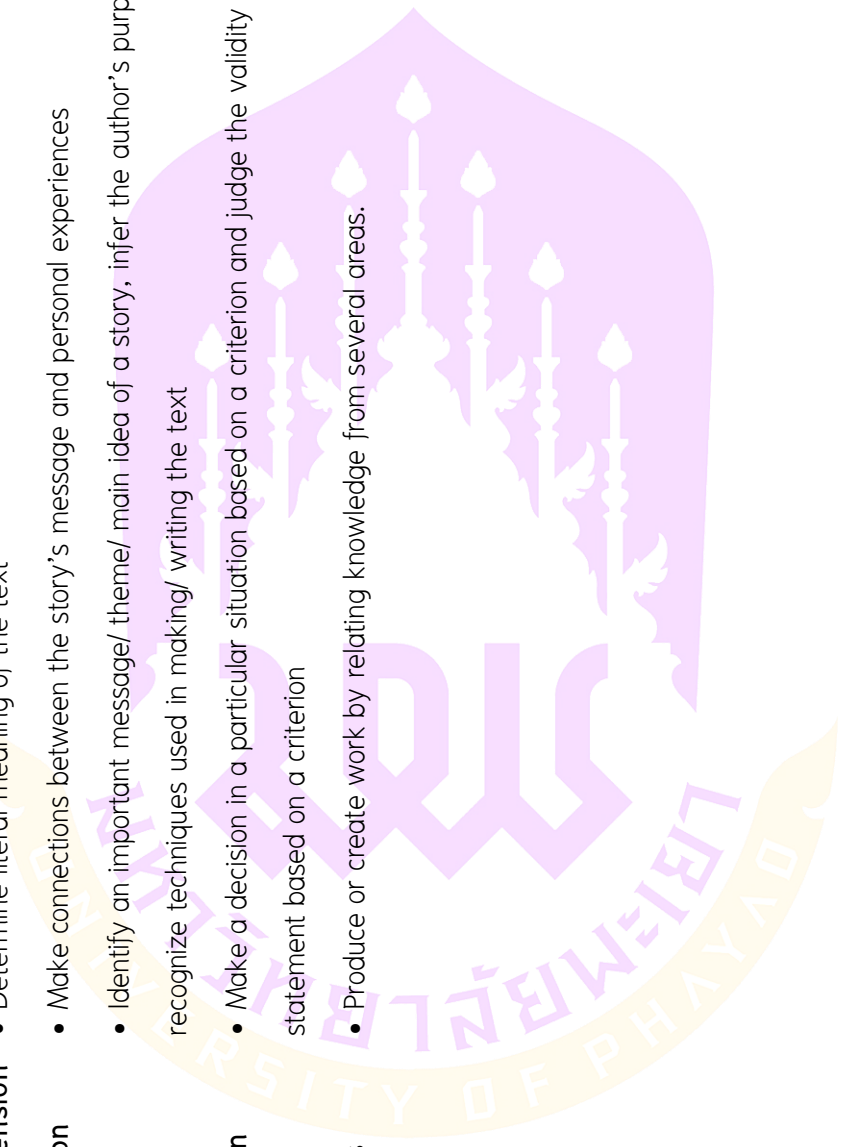
#### Lesson plan of Literature circles activities for CEFR B2 English–speaking and critical thinking skill development

**Objective:** The students will be able to achieve CEFR B2 English–speaking skills (CEFR,2001) and the 6 levels of critical thinking skills in literary study (adapted from Anderson and Krathwohl, 2001; Bloom, 1956; Kaowiwattankul, 2008) including:

**Objective:** The students will be able to achieve CEFR B2 English–speaking skills (CEFR,2001) and the 6 levels of critical thinking skills in literary study (adapted from Anderson and Krathwohl, 2001; Bloom, 1956; Kaowiwattankul, 2008) including:

1. To develop English–speaking skills by using the literature circle activities for EFL Learners
2. To develop critical thinking skills by using the literature circle activities for EFL Learners

1. **Knowledge**
  - Identify the story elements: plot, characters, setting
2. **Comprehension**
  - Determine literal meaning of the text
3. **Application**
  - Make connections between the story's message and personal experiences
4. **Analysis**
  - Identify an important message/ theme/ main idea of a story, infer the author's purpose and point of view, and recognize techniques used in making/ writing the text
5. **Evaluation**
  - Make a decision in a particular situation based on a criterion and judge the validity of an interpretation or statement based on a criterion
6. **Synthesis**
  - Produce or create work by relating knowledge from several areas.



Period	Time (minutes)	Procedure in		Reader Response theory		Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
		Building schema knowledge (Preparation)	Students' role	Teacher's role	skills			
1	50	<ul style="list-style-type: none"> <li>Students are required to take the CEFR B2 English-speaking skills pretest and critical thinking skills pretest. (Home by Gwendolyn Brooks).</li> </ul>	-	<ul style="list-style-type: none"> <li>Teacher tests learners.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	1. CEFR B2 English-speaking skills test and its rubric. 2. Critical thinking test.	
2	10	<ul style="list-style-type: none"> <li>Teacher gives explanation of literature circles activities, its implementations, and roles to students.</li> <li>Teacher introduces background information about literary texts to students.</li> <li>Teacher review CEFR B2 words, plot, characters, setting and theme of the literary texts</li> </ul>	-	<ul style="list-style-type: none"> <li>Teacher encourages learners schema knowledge.</li> <li>Stimulate old knowledge and experiences to expect or predict new events from upcoming stories.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> </ul>	-	-	

- Students choose their LCs roles which have different tasks including *Discussion leader*, *Summarizer*, *Connector*, *Word master*, *Passage person* and *Artistic adventurer*.

Period	Time (minutes)	Procedure in engaging in literary text (Discussing)	Reader Response theory		Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role			
2	10	<ul style="list-style-type: none"> <li>Students read Home by Gwendolyn Brooks individually.</li> <li>Students determine literal meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Learners switch roles to active readers or from passive readers to active readers, more focused on interacting with the text rather than being the only receiving reader.</li> </ul>	-	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> </ul>	-	-
2	30	<ul style="list-style-type: none"> <li>Students take their own LCs roles to work in group including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> <li>Students select discussion topics about literary texts and then reflect and share viewpoints speaking English within group members.</li> <li>Students complete their own LCs tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	-	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	<ul style="list-style-type: none"> <li>Speaking guidelines for development</li> </ul>



## Lesson plan 2

Period	Time (minutes)	Procedure in Building schema knowledge (Preparation)	Reader Response theory		Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role			
4	10	<ul style="list-style-type: none"> <li>Teacher introduces background information about literary texts to students.</li> <li>Teacher review CEFR B2 words, plot, characters, setting and theme of the literary texts</li> </ul>	-	<ul style="list-style-type: none"> <li>Stimulate old knowledge and experiences to expect or predict new events from upcoming stories.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> </ul>	-	-
	10	<ul style="list-style-type: none"> <li>Students choose their LCs roles which have different tasks including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> </ul>					
	30	<ul style="list-style-type: none"> <li>Students read Cousin Tribulation's Story by Louisa May Alcott individually.</li> <li>Students determine literal meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Learners switch roles to active readers or from passive readers to active readers, more focused on interacting with the text rather than being the only receiving reader.</li> </ul>	-	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> </ul>	-	-

Period	Time (minutes)	Procedure in engaging in literary text (Discussing)	Reader Response theory	Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role		
5	50	<ul style="list-style-type: none"> <li>Students take their own LCs roles to work in group including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> <li>Students select discussion topics about literary texts and then reflect and share viewpoints speaking English within group members.</li> <li>Students complete their own LCs tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	-
6	25	<ul style="list-style-type: none"> <li>Students design presentations from literary texts and share for whole class according to their LCs tasks.</li> <li>Teacher gives feedbacks and comments to students about CEFR B2 (2001) English-speaking skills.</li> <li>Teacher gives feedbacks and comments to students about critical thinking cited from Bloom (1956).</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	<ul style="list-style-type: none"> <li>Speaking guidelines for development</li> </ul>

25	<ul style="list-style-type: none"> <li>• Students are required to take the CEFR B2 English-speaking skills test and critical thinking unit 1 test (Cousin Tribulation's Story by Louisa May Alcott).</li> </ul>	-	<ul style="list-style-type: none"> <li>• Teacher tests learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabularies</li> <li>• Accuracy</li> <li>• Fluency</li> <li>• Interaction</li> <li>• Coherence</li> </ul>	1. CEFR B2 English-speaking skills test and its rubric. 2. Critical thinking test.
Total	3	150				
	3	150				
	periods					

## Lesson plan 3

Period	Time (minutes)	Procedure in Building schema knowledge (Preparation)	Reader Response theory		CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role		
7	10	<ul style="list-style-type: none"> <li>Teacher introduces background information about literary texts to students.</li> <li>Teacher review CEFR B2 words, plot, characters, setting and theme of the literary texts</li> </ul>	-	<ul style="list-style-type: none"> <li>Stimulate old knowledge and experiences to expect or predict new events from upcoming stories.</li> </ul>	-	-
	10	<ul style="list-style-type: none"> <li>Students choose their LCs roles which have different tasks including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> </ul>				
	30	<ul style="list-style-type: none"> <li>Students read the Aged Mother by Matsuo Basho individually.</li> <li>Students determine literal meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Learners switch roles to active readers or from passive readers to active readers, more focused on interacting with the text rather than being the only receiving reader.</li> </ul>	-	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> </ul>	-

Period	Time (minutes)	Procedure in engaging in literary text (Discussing)	Reader Response theory Students' role	Teacher's role	Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
8	50	<ul style="list-style-type: none"> <li>Students take their own LCs roles to work in group including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> <li>Students select discussion topics about literary texts and then reflect and share viewpoints speaking English within group members.</li> <li>Students complete their own LCs tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	–	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	–
9	25	<p><b>Procedure in Reflecting (Presenting)</b></p> <ul style="list-style-type: none"> <li>Students design presentations from literary texts and share for whole class according to their LCs tasks.</li> <li>Teacher gives feedbacks and comments to students about CEFR B2 (2001) English-speaking skills.</li> <li>Teacher gives feedback and comments to students about critical thinking cited from Bloom (1956).</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	–	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	– Speaking guidelines for development

25	<ul style="list-style-type: none"> <li>Students are required to take the CEFR B2 English-speaking skills test and critical thinking unit 2 test (The Aged Mother by Matsuo Basho).</li> </ul>	-	<ul style="list-style-type: none"> <li>Teacher tests learners.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	1. CEFR B2 English-speaking skills test and its rubric. 2. Critical thinking test.
<b>Total</b>	3	150				

## Lesson plan 4

Period	Time (minutes)	Procedure in Building schema knowledge (Preparation)	Reader Response theory		Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role			
10	10	<ul style="list-style-type: none"> <li>Teacher introduces background information about literary texts to students.</li> <li>Teacher review CEFR B2 words, plot, characters, setting and theme of the literary texts</li> </ul>	-	<ul style="list-style-type: none"> <li>Stimulate old knowledge and experiences to expect or predict new events from upcoming stories.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> </ul>	-	-
	10	<ul style="list-style-type: none"> <li>Students choose their LCs roles which have different tasks including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> </ul>					
	30	<ul style="list-style-type: none"> <li>Students read the Kiss by Kate Chopin individually.</li> <li>Students determine literal meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Learners switch roles to active readers or from passive readers to active readers, more focused on interacting with the text rather than being the only receiving reader.</li> </ul>	-	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> </ul>	-	-

Period	Time (minutes)	Procedure in engaging in literary text (Discussing)	Reader Response theory	Critical thinking skills	CEFR B2 English-speaking skills	Evaluation / learning materials
			Students' role	Teacher's role		
11	25	<ul style="list-style-type: none"> <li>Students take their own LCs roles to work in group including <i>Discussion leader</i>, <i>Summarizer</i>, <i>Connector</i>, <i>Word master</i>, <i>Passage person</i> and <i>Artistic adventurer</i>.</li> <li>Students select discussion topics about literary texts and then reflect and share viewpoints speaking English within group members.</li> <li>Students complete their own LCs tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	-
			Students' role	Teacher's role		
11	25	<ul style="list-style-type: none"> <li>Students design presentations from literary texts and share for whole class according to their LCs tasks.</li> <li>Teacher gives feedbacks and comments to students about CEFR B2 (2001) English-speaking skills.</li> <li>Teacher gives feedback and comments to students about critical thinking cited from Bloom (1956).</li> </ul>	<ul style="list-style-type: none"> <li>Exchange views and opinions with others which opens new perspectives that may be different from their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Vocabularies</li> <li>Accuracy</li> <li>Fluency</li> <li>Interaction</li> <li>Coherence</li> </ul>	<ul style="list-style-type: none"> <li>Speaking guidelines for development</li> </ul>



### Appendix 3 Students' Interview Questions

The interview was generated by the researcher from literature review. It had 3 parts including:

1. the overall attitude toward using literature circles activities
2. the attitude toward CEFR B2 English-speaking skills development
3. the attitude toward critical thinking skills development

The purposes of interview are

1. To investigate students' attitudes toward using literature circles activities for instruction
2. To explore students' attitudes toward CEFR B2 English-speaking skills and critical thinking skills development used literature circles activities for instruction.

การสัมภาษณ์ทัศนคติของผู้เรียนจะใช้ภาษาไทยในการสัมภาษณ์กลุ่มตัวอย่าง ซึ่งประกอบไปด้วยคำถาม 3 ข้อ ได้แก่

1. ทัศนคติของผู้เรียนที่มีต่อการใช้กิจกรรมวงจรรวบรวมในการจัดการเรียนการสอนเป็นอย่างไร
  - 1.1. ด้านเนื้อหาที่มีความเหมาะสมและช่วยพัฒนาการเรียนรู้ของผู้เรียนได้หรือไม่ อย่างไร
  - 1.2. ด้านกิจกรรมที่ใช้สอนมีความเหมาะสมและช่วยพัฒนาการเรียนรู้ของผู้เรียนได้หรือไม่ อย่างไร
  - 1.3. ด้านบทบาทที่ได้รับมีความเหมาะสมและช่วยพัฒนาการเรียนรู้ของผู้เรียนได้หรือไม่ อย่างไร

2. ทักษะของผู้เรียนที่มีต่อการพัฒนาทักษะการพูดภาษาอังกฤษในระดับ CEFR B2 โดยรวมเป็นอย่างไร
  - 2.1. ความเข้าใจระดับทักษะการพูดภาษาอังกฤษในระดับ CEFR B2 ว่าอย่างไร
  - 2.2. เนื้อหาหรือวรรณคดีช่วยพัฒนาทักษะการพูดภาษาอังกฤษได้หรือไม่ อย่างไร
  - 2.3. บทบาทใดช่วยทักษะการพูดภาษาอังกฤษมากที่สุด
  - 2.4. กิจกรรมใดช่วยพัฒนาทักษะการพูดภาษาอังกฤษมากที่สุด
  - 2.5. ประเมินทักษะการพูดภาษาอังกฤษของตนเองอยู่ในระดับ CEFR B2 หรือไม่ อย่างไร
  
3. ทักษะของผู้เรียนที่มีต่อการพัฒนาทักษะการคิดอย่างมีวิจารณญาณ โดยรวมเป็นอย่างไร
  - 3.1. ความเข้าใจความหมายทักษะการคิดอย่างมีวิจารณญาณว่าอย่างไร
  - 3.2. เนื้อหาหรือวรรณคดีช่วยพัฒนาทักษะการคิดอย่างมีวิจารณญาณได้หรือไม่ อย่างไร
  - 3.3. บทบาทใดช่วยพัฒนาทักษะการคิดอย่างมีวิจารณญาณมากที่สุด
  - 3.4. กิจกรรมใดช่วยพัฒนาทักษะการคิดอย่างมีวิจารณญาณมากที่สุด
  - 3.5. ประเมินทักษะการคิดอย่างมีวิจารณญาณของตนเองอยู่ในระดับไหน



## Appendix 4 Literary Texts

### Literary Text (for Pretest and Posttest)

#### Home

by Gwendolyn Brooks

What had been wanted was this always, this always to last, the talking softly on this porch, with the snake plant in the jardinière in the southwest corner, and the obstinate slip from Aunt Eppie's magnificent Michigan fern at the left side of the friendly door. Mama, Maud Martha, and Helen rocked slowly in their rocking chairs, and looked at the late afternoon light on the lawn and at the emphatic iron of the fence and at the poplar tree. These things might soon be theirs no longer. Those shafts and pools of light, the tree, the graceful iron, might soon be viewed passively by different eyes.

Papa was to have gone that noon, during his lunch hour, to the office of the Home Owners' Loan. If he had not succeeded in getting another extension, they would be leaving this house in which they had lived for more than fourteen years. There was little hope. The Homeowners' Loan was hard. They sat, making their plans.

“We’ll be moving into a nice flat somewhere,” said Mama. “Somewhere on South Park, or Michigan, or in Washington Park Court. “Those flats, as the girls and Mama knew well, were burdens on wages twice the size of Papa’s. This was not mentioned now.

“They’re much prettier than this old house,” said Helen. “I have friends I’d just as soon not bring here. And I have other friends that wouldn’t come down this far for anything, unless they were in a taxi.”

Yesterday, Maud Martha would have attacked her. Tomorrow she might. Today she said nothing. She merely gazed at a little hopping robin in the tree, her tree, and tried to keep the fronts of her eyes dry.

“Well, I do know,” said Mama, turning her hands over and over, “that I’ve been getting tired and tired of doing that firing. From October to April, there’s firing to be done.”

“But lately we’ve been helping, Harry and I,” said Maud Martha. “And sometimes in March and April and in October, and even in November, we could build a little fire in the fireplace. Sometimes the weather was just right for that.”

She knew, from the way they looked at her, that this had been a mistake. They did not want to cry. But she felt that the little line of white, sometimes ridged with smoked purple, and all that cream-shot saffron would never drift across any western sky except that in back of this house. The rain would drum with as sweet a dullness nowhere but here.

The birds on South Park were mechanical birds, no better than the poor caught canaries in those “rich” women’s sun parlors.

“It’s just going to kill Papa!” burst out Maud Martha. “He loves this house! He lives for this house!”

“He lives for us,” said Helen. “It’s us he loves. He wouldn’t want the house, except for us.” “And he’ll have us,” added Mama, “wherever.”

“You know,” Helen sighed, “if you want to know the truth, this is a relief. If this hadn’t come up, we would have gone on, just dragged on, hanging out here forever.” “It might,” allowed Mama, “be an act of God. God may just have reached down and picked up the reins.”

“Yes,” Maud Martha cracked in, “that’s what you always say – that God knows best.” Her mother looked at her quickly, decided the statement was not suspect, looked away. Helen saw Papa coming. “There’s Papa,” said Helen.

They could not tell a thing from the way Papa was walking. It was that same dear little staccato walk, one shoulder down, then the other, then repeat, and repeat. They watched his progress. He passed the Kennedys’, he passed the vacant lot, he passed Mrs. Blakemore’s. They wanted to hurl themselves over the fence, into the street, and shake the truth out of his collar. He opened his gate – the gate – and still his stride and face told them nothing.

“Hello,” he said. Mama got up and followed him through the front door. The girls knew better than to go in too.

Presently Mama’s head emerged. Her eyes were lamps turned on. “It’s all right,” she exclaimed. “He got it. It’s all over. Everything is all right.” The door slammed shut. Mama’s footsteps hurried away.

“I think,” said Helen, rocking rapidly, “I think I’ll give a party. I haven’t given a party since I was eleven. I’d like some of my friends to just casually see that we’re homeowners.”

\*\*\*\*\*END\*\*\*\*\*



**Literary Text (for Unit Test 1)****Cousin Tribulation's Story****by Louisa May Alcott**

Dear Merrys:--As a subject appropriate to the season, I want to tell you about a New Year's breakfast which I had when I was a little girl. What do you think it was? A slice of dry bread and an apple. This is how it happened, and it is a true story, every word.

As we came down to breakfast that morning, with very shiny faces and spandy clean aprons, we found father alone in the dining-room.

"Happy New Year, papa! Where is mother?" we cried.

"A little boy came begging and said they were starving at home, so your mother went to see and--ah, here she is."

As papa spoke, in came mamma, looking very cold, rather sad, and very much excited.

"Children, don't begin till you hear what I have to say," she cried; and we sat staring at her, with the breakfast untouched before us.

"Not far away from here, lies a poor woman with a little new-born baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there; and the oldest boy came here to tell me they were starving this bitter cold day.

My little girls, will you give them your breakfast, as a New Year's gift?"

We sat silent a minute, and looked at the nice, hot porridge, creamy milk, and good bread and butter; for we were brought up like English children, and never drank tea or coffee, or ate anything but porridge for our breakfast.

"I wish we'd eaten it up," thought I, for I was rather a selfish child, and very hungry.

"I'm so glad you come before we began," said Nan, cheerfully.

"May I go and help carry it to the poor, little children?" asked Beth, who had the tenderest heart that ever beat under a pinafore.

"I can carry the lassy pot," said little May, proudly giving the thing she loved best.

"And I shall take all the porridge," I burst in, heartily ashamed of my first feeling.

"You shall put on your things and help me, and when we come back, we'll get something to eat," said mother, beginning to pile the bread and butter into a big basket.

We were soon ready, and the procession set out. First, papa, with a basket of wood on one arm and coal on the other; mamma next, with a bundle of warm things and the teapot; Nan and I carried a pail of hot porridge between us, and each a pitcher of milk; Beth brought some cold meat, May the "lassy pot," and her old hood and boots; and Betsey, the girl, brought up the rear with a bag of potatoes and some meal.

Fortunately, it was early, and we went along back streets, so few people saw us, and no one laughed at the funny party.

What a poor, bare, miserable place it was, to be sure, --broken windows, no fire, ragged clothes, wailing baby, sick mother, and a pile of pale, hungry children cuddled under one quilt, trying to keep warm. How the big eyes stared and the blue lips smiled as we came in!

"Ah, mein Gott! it is the good angels that come to us!" cried the poor woman, with tears of joy.

"Funny angels, in woollen hoods and red mittens," said I; and they all laughed.

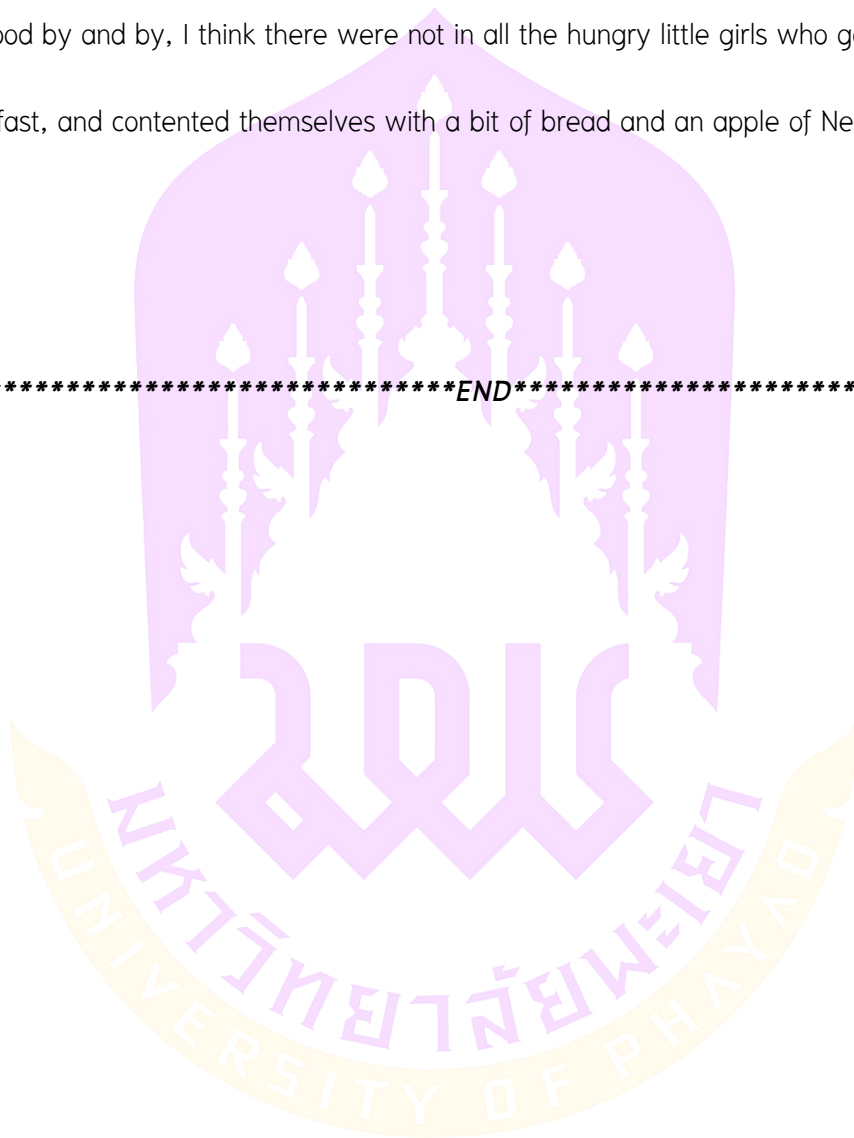
Then we fell to work, and in fifteen minutes, it really did seem as if fairies had been at work there. Papa made a splendid fire in the old fireplace and stopped up the broken window with his own hat and coat. Mamma set the shivering children round the fire, and wrapped the poor woman in warm things. Betsey and the rest of us spread the table, and fed the starving little ones.

"Das ist gute!" "Oh, nice!" "Der angel--Kinder!" cried the poor things as they ate and smiled and basked in the warm blaze. We had never been called "angel-children" before, and we thought it very charming, especially I who had often been told I was "a regular Sancho."

What fun it was! Papa, with a towel for an apron, fed the smallest child; mamma dressed the poor little new-born baby as tenderly as if it had been her own. Betsey gave the mother gruel and tea, and comforted her with assurance of better days for all. Nan, Lu, Beth, and

May flew about among the seven children, talking and laughing and trying to understand their funny, broken English. It was a very happy breakfast, though we didn't get any of it; and when we came away, leaving them all so comfortable, and promising to bring clothes and food by and by, I think there were not in all the hungry little girls who gave away their breakfast, and contented themselves with a bit of bread and an apple of New Year's day.

\*\*\*\*\*END\*\*\*\*\*



## Literary Text (for Unit Test 2)

### The Aged Mother

by Matsuo Basho

Long, long ago there lived at the foot of the mountain a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and they were humble, peaceful, and happy.

Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

Just at sundown, when his day's work was ended, he took a quantity of unwhitened rice which was the principal food for the poor, and he cooked, dried it, and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water. Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and re-

crossed by many paths made by the hunters and woodcutters. In some place, they lost and confused, but he gave no heed<sup>1</sup>. One path or another, it mattered not. On he went, climbing blindly upward -- ever upward towards the high bare summit <sup>2</sup>of what is known as Obatsuyama, the mountain of the “abandoning of the aged.”

The eyes of the old mother were not so dim but that they noted the reckless hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain’s many paths and his return might be one of danger, so she stretched forth her hand and snapping the twigs from brushes as they passed, she quietly dropped a handful every few steps of the way so that as they climbed, the narrow path behind them was dotted at frequent intervals with tiny piles of twigs. At last, the summit was reached. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifted his old mother onto it. He wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart he said farewell.

The trembling mother’s voice was full of unselfish love as she gave her last injunction. “Let not thine eyes be blinded, my son.” She spoke. “The mountain road is full

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<sup>1</sup> Heed: attention, notice

<sup>2</sup> Summit: top, peak

of dangers. LOOK carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down.” The son’s surprised eyes looked back over the path, then at the poor old, shriveled hands all scratched and soiled by their work of love. His heart broke within and bowing to the ground, he cried aloud: “oh, Honorable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!”

Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered.

Time passed, and he was beginning to feel safe when again the governor sent forth heralds<sup>3</sup> bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.

The entire province trembled with dread. The order must be obeyed yet who in all Shining could make a rope of ashes? One night, in great distress, the son whispered the news to his hidden mother. “Wait!” she said. “I will think. I will think” On the second day she told him what to do. “Make rope of twisted straw,” she said. “Then stretch it upon a row of flat

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<sup>3</sup> Heralds: messengers

stones and burn it on a windless night.” He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fiber showing perfectly, lay a rope of ashes.

The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he had obtained his wisdom. “Alas! Alas!” cried the farmer, “the truth must be told!” and with deep bows he related his story. The governor listened and then meditated in silence. Finally, he lifted his head. “Shining needs more than strength of youth,” he said gravely. “Ah, that I should have forgotten the well-known saying, “with the crown of snow, there cometh wisdom!” That very hour the cruel law was abolished, and custom drifted into as far a past that only legends remain.

\*\*\*\*\*END\*\*\*\*\*



**Literary Text (for Unit Test 3)****The Kiss****by Kate Chopin**

It was still quite light out of doors, but inside with the curtains drawn and the smoldering fire sending out a dim, uncertain glow, the room was full of deep shadows. Brantain sat in one of these shadows; it had overtaken him and he did not mind. The obscurity lent him courage to keep his eyes fastened as ardently as he liked upon the girl who sat in the firelight.

She was very handsome, with a certain fine, rich coloring that belongs to the healthy brune type. She was quite composed, as she idly stroked the satiny coat of the cat that lay curled in her lap, and she occasionally sent a slow glance into the shadow where her companion sat. They were talking low, of indifferent things which plainly were not the things that occupied their thoughts. She knew that he loved her--a frank, blustering fellow without guile enough to conceal his feelings, and no desire to do so. For two weeks past he had sought her society eagerly and persistently. She was confidently waiting for him to declare himself and she meant to accept him. The rather insignificant and unattractive Brantain was enormously rich; and she liked and required the entourage which wealth could give her.

During one of the pauses between their talk of the last tea and the next reception the door opened, and a young man entered whom Brantain knew quite well. The girl turned her face toward him. A stride or two brought him to her side and bending over her chair-- before she could suspect his intention, for she did not realize that he had not seen her visitor--he pressed an ardent, lingering kiss upon her lips.

Brantain slowly arose; so, did the girl arise, but quickly, and the newcomer stood between them, a little amusement and some defiance struggling with the confusion in his face.

"I believe," stammered Brantain, "I see that I have stayed too long. I--I had no idea--that is, I must wish you good-by." He was clutching his hat with both hands, and probably did not perceive that she was extending her hand to him, her presence of mind had not completely deserted her; but she could not have trusted herself to speak.

"Hang me if I saw him sitting there, Nattie! I know it's deuced awkward for you. But I hope you'll forgive me this once--this very first break. Why, what's the matter?"

"Don't touch me; don't come near me," she returned angrily. "What do you mean by entering the house without ringing?"

"I came in with your brother, as I often do," he answered coldly, in self-justification. "We came in the side way. He went upstairs and I came in here hoping to find you. The

explanation is simple enough and ought to satisfy you that the misadventure was unavoidable. But do say that you forgive me, Nathalie," he entreated, softening.

"Forgive you! You don't know what you are talking about. Let me pass. It depends upon-- a good deal whether I ever forgive you."

At that next reception which she and Brantain had been talking about she approached the young man with a delicious frankness of manner when she saw him there.

"Will you let me speak to you a moment or two, Mr. Brantain?" she asked with an engaging but perturbed smile. He seemed extremely unhappy; but when she took his arm and walked away with him, seeking a retired corner, a ray of hope mingled with the almost comical misery of his expression. She was apparently very outspoken.

"Perhaps I should not have sought this interview, Mr. Brantain; but--but, oh, I have been very uncomfortable, almost miserable since that little encounter the other afternoon. When I thought how you might have misinterpreted it and believed things" --hope was plainly gaining the ascendancy over misery in Brantain's round, guileless face--"Of course, I know it is nothing to you, but for my own sake I do want you to understand that Mr. Harvy is an intimate friend of long standing. Why, we have always been like cousins--like brother and sister, I may say. He is my brother's most intimate associate and often fancies that he is entitled to the same privileges as the family. Oh, I know it is absurd, uncalled for, to tell you

this; undignified even," she was almost weeping, "but it makes so much difference to me what you think of--of me." Her voice had grown very low and agitated. The misery had all disappeared from Brantain's face.

"Then you do really care what I think, Miss Nathalie? May I call you Miss Nathalie?" They turned into a long, dim corridor that was lined on either side with tall, graceful plants. They walked slowly to the very end of it. When they turned to retrace their steps Brantain's face was radiant and hers was triumphant.

Harvy was among the guests at the wedding; and he sought her out in a rare moment when she stood alone.

"Your husband," he said, smiling, "has sent me over to kiss you. "

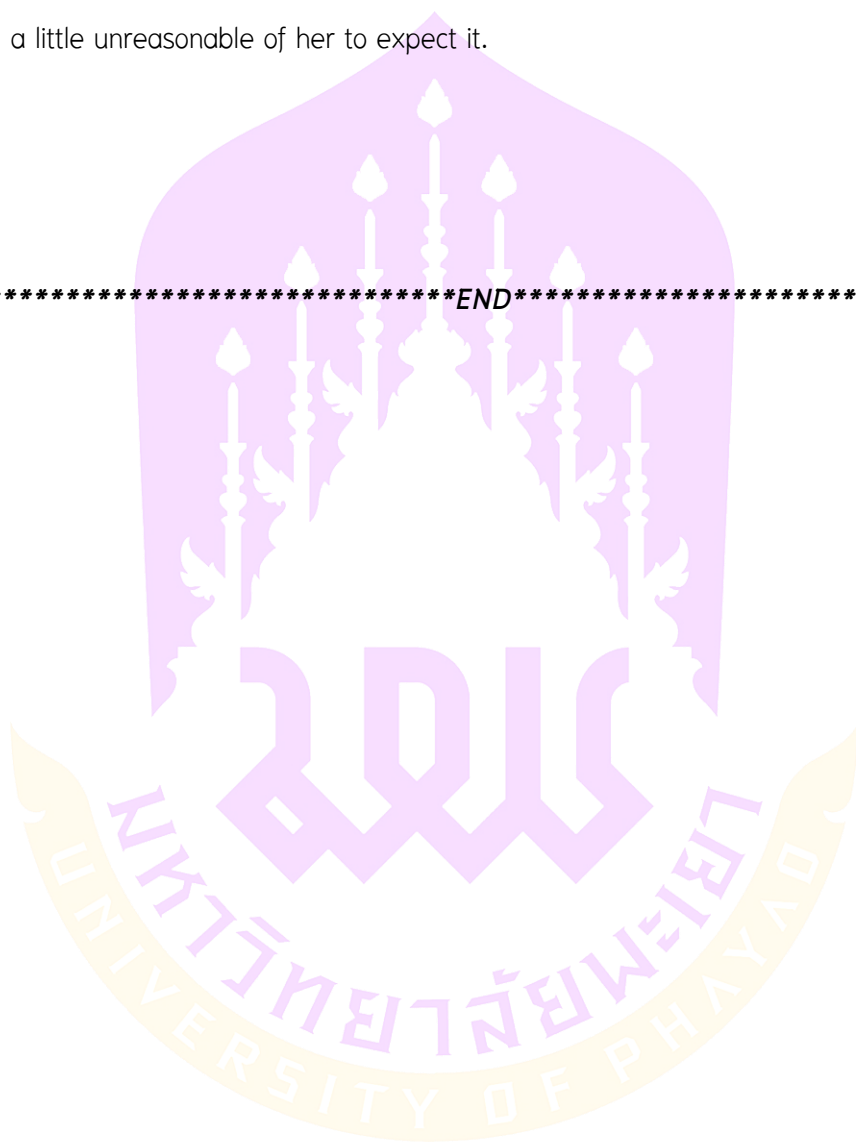
A quick blush suffused her face and round polished throat. "I suppose it's natural for a man to feel and act generously on an occasion of this kind. He tells me he doesn't want his marriage to interrupt wholly that pleasant intimacy which has existed between you and me. I don't know what you've been telling him, "With an insolent smile, "but he has sent me here to kiss you."

She felt like a chess player who, by the clever handling of his pieces, sees the game taking the course intended. Her eyes were bright and tender with a smile as they glanced up into his; and her lips looked hungry for the kiss which they invited.

"But, you know," he went on quietly, "I didn't tell him so, it would have seemed ungrateful, but I can tell you. I've stopped kissing women; it's dangerous."

Well, she had Brantain and his million left. A person can't have everything in this world; and it was a little unreasonable of her to expect it.

\*\*\*\*\*END\*\*\*\*\*



## Appendix 5 Questions for English –Speaking Test and Critical Thinking Test

**Description:** The English –speaking test is semi–structured interview test and the Critical thinking test is short–responded writing test. Students are required to take the English –speaking test before the Critical thinking test. The test comprised of two critical thinking skills and 3 questions in each skill cited from the revised Bloom’s Taxonomy (Anderson and Krathwohl, 2001; Bloom, 1956 and Kaowiwattanukul, 2008).

### Procedure:

1. There are 4 lesson plans in the study. In 1 lesson plan, the participants will be taken 2 questions in unit test which one question is from analyzing stage and 1 question is from evaluating stage. Therefore, they will be taken totally 4 questions for both English –speaking test as oral test and the Critical thinking test as short–written test in 1 lesson plan.
2. After the participants have completed the presentation, they are required to take of the English –speaking test individually in 2 questions from Table: A which the question 1 will be from the analyzing stage and question 2 will be from the evaluating stage.
3. After the participants have completed the English –speaking test, they are required to take of the Critical thinking test individually in two questions from

Table: A which the question 1 will be from the analyzing stage and question 2 will be from the evaluating stage as same questions.



**Table 35 Questions for English –Speaking Test and Critical Thinking Test**

		Questions of English –speaking test and Critical thinking test from Literature used in the lesson plans	
Bloom's	Taxonomy	Home	The Aged Mother
	Thinking skills	by Gwendolyn Brooks	by Matsuo Basho
	Critical	Cousin Tribulation's Story	The Kiss
		by Louisa May Alcott	by Kate Chopin
Analyzing	Identifying	1. What are some of things you like about your home or hometown? Why?	1. What should be good reasons for a person choosing a partner?
		2. Choose between living in capital and living in rural? Explain	2. Which do you think are more important between living before married or married before living?
		3. What is the difference between living with your family and living alone? Explain	3. How is the difference between being single and married?
Inferring		4. What is the difference between the traditional and modern style of houses?	4. In your opinion, do women show their emotions more than men?
		3. How is the difference between parents cooking for children and children cooking for parents, explain?	3. How is the difference of your life between in a childhood and in the present (teenager), explain?
		4. Some people say that people help others in the community more now than they did in the past. Do you agree or disagree? Why?	4. What's the difference between young and old people when choosing places to stay?

**Recognizing**

5. What do you think about homeless people? How can we help them?  
 5. If you are hungry or starving but you see people need some food and they are starving too, will you give them food? Explain?  
 5. What should be the responsibility of children toward their parents? Explain?  
 5. In your opinion, what are some reasons why people get married?

6. Why is renting house better than buying house?  
 6. How can the government help poor people?  
 6. Which groups of people need the most support in a community?  
 6. How do people respond or handle to their anger?

**Evaluating**

7. What should be considered before buying a new house or moving to a new place?  
 7. If someone asks you for some food or money on a street, how do you know that they are not criminals?  
 7. How is caring for parent important to you?  
 7. Do you think that people who are in love tend to realize the person they love clearly? Why or why not?

8. Would you like to change anything about your home? Why?  
 8. What kinds of people need help the most in your opinion?  
 8. Some people say in the past time people helped others in community more than nowadays. Do you agree or disagree, why?  
 8. Do you think it's appropriated to show your emotions when you're angry?

**Judging**

9. Having good relationship with neighborhood is essential, what do you think?  
 9. If you see people who do not offer poor people any food or money, do they are selfish people? What do you think?  
 9. Do you agree with this statement "Every aged person should live in nursing homes", why?  
 9. Do you think it's all right for people to marry for money? Why or why not?

<p>10. What if you must live in a strange new place? How you handle yourselves?</p>	<p>10. Many people only look out for themselves and never think about helping others. What do you think of this attitude?</p>	<p>10. Should elderly parents be treated very well from the government support?</p>	<p>10. How to handle with ill-mannered people tend to upset you?</p>
<p>11. Do you like or dislike change of living or home?</p>	<p>11. Reflect your opinion towards donation for charity or organization in your community? Is donation necessary?</p>	<p>11. Reflect your opinion toward the statement "Wisdom aged people generated wisdom ways of life for young"</p>	<p>11. What do you think about puppy love or infatuation?</p>
<p>12. What should be the good quality of living in your country?</p>	<p>12. Do you think it's important to help people who need help?</p>	<p>12. Which groups of people generally need the most support in a community? Why?</p>	<p>12. Explain some effects after getting angry to another.</p>

**Reflecting**

<p>Used in Lesson Plan</p>	<p>Pretest and Posttest Lesson Plan 1 and the unit test 1</p>	<p>Lesson Plan 2 and the unit test 2</p>	<p>Lesson Plan 3 and the unit test 3</p>
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