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Collaborative Task Sheets for Critical Thinking Skills Development of Grade 8 Students

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**COLLABORATIVE TASK SHEETS FOR
CRITICAL THINKING SKILLS DEVELOPMENT
OF GRADE 8 STUDENTS**

A SEMINAR PAPER
Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN TEACHING
English Language Arts

KAREN R. PASTORAL

October 2014

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To God Almighty whose spiritual guidance never faltered.

Abstract

Researcher:	Karen R. Pastoral
Title:	Collaborative Task Sheets for Critical Thinking Skills Development of Grade 8 Students
Key Concepts:	Critical thinking, Collaborative task sheets, Teaching guide sheets
Degree:	Master of Arts in Teaching
Specialization:	English Language Arts
Adviser:	Dr. Merry Ruth M. Gutierrez

Critical thinking is one of the most important skills that need to be addressed in the field of education .This paper presents collaborative task sheets in English that aim to develop the critical thinking skills of Grade 8 students. The least mastered critical thinking skills were identified and can be summarized into five namely; analyzing details, evaluating information, reasoning, decision-making and problem-solving. The main objective of this study was to design task sheets that were collaborative in nature which promoted the use of the students' critical thinking skills in several domains such as listening, reading, viewing, speaking and writing. These collaborative task sheets were generated with guide sheets for teachers as complimentary material in congruence with the learning competencies in Grade 8 English. It had undergone several phases such as

planning, development, validation and revision in designing the instructional materials. The collaborative task sheets and teaching guide sheets were used in the Third Grading Period for two months to validate the collaborative task sheets. The task sheets were tried out in Quarter 3 in the three sections. The collaborative sheets were evaluated based on its language, objective and content by the teachers as expert validators and students as respondents and validators of the study. Students' comments on their observations and suggestions were useful in revision of the task sheets for final submission and for future reference. It was found out that learners' critical thinking are not fully developed, hence their academic performance was affected. The collaborative task sheet engaged the learners in critical thinking and created more significant experience with their peers. Learners must be adept in critical thinking to be globally competitive individual in school and beyond and must start early in life. Further research must be done on other ways or strategies and material preparation to improve the higher order thinking skills of students in a language classroom.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

Using chalkboard, taking notes, reading stories, answering workbooks, reciting poems, and memorizing are just some of the strategies which most teachers have learned before. Oftentimes they act as the only source of knowledge and take charge of the discussion inside the classroom from beginning to the end of the lesson. Learners respond to the questions posed by the teachers who also play as the sole discussant. Books and notebooks also serve a crucial role in the learning process.

Recently, Lagro High School is transforming from “old school” strategies to the trend of the K-12 education for the law mandates that schools have to implement this curriculum. Some educators might be sceptical about the sudden change in the education system but on the brighter side are many good features that can be found, such as nurturing the holistically-developed Filipino to become college students who are expected to be equipped with livelihood readiness in the 21st century. These skills are creativity, communication, collaboration, and critical thinking.

Learners need to develop these skills for them to cope with the changing world. Interpreting a poem or a story, delivering a speech, watching a video clip, answering modules, carrying out an activity sheet, having a debate, and working together to solve a

problem are some of the typical scenarios in the 21st century classroom. Schools are slowly moving away from “teaching to the test” toward “teaching for learning’s sake”. Best teaching practices now consist of cross-curricular instruction and the project based student-centric approaches that capture the students’ interest and boost ownership of the learning experience (Hetherington, 2013). Further, learning can be meaningful if students do it with peers to enhance their social and critical thinking skills--considered as vital skills for productive life and citizenship for these help learners make important decisions throughout life. It is in this aspect that the schools can prepare learners with authentic situations through collaboration using support instructional materials for facilitating learning for social and critical thinking skills. Hence, the study is conducted focusing on the development of collaborative task sheets for critical thinking skills of sophomore students.

Cottrell (2011) believes that good critical thinking may bring about improved attention and observation as critical thinkers have better concentration and become witty observers. In addition, learners also tend to be more focused on reading. Hence, they would be more interested in analyzing various types of materials and practice in-depth reading. Several comprehension skills would be more enhanced in analyzing events, predicting outcomes, making inferences, and drawing conclusions. Another benefit of critical thinking is recognizing the main points in text, noting down irrelevant issues so that attention may be focused on the relevant content. Acquiring knowledge on how to get one’s point across is another value of good critical thinking as this is mostly observed in the process of class interaction where the learners exhibit communicative competence.

Finally critical thinking is useful in obtaining skills of analysis that can be applied in a variety of situations encountered in authentic contexts.

From a communication arts teacher's point of view, having a good critical thinking stimulates the mind of the learners and enhances their language skills in the process. Furthermore, when students analyze or evaluate something with their peers, they are able to socialize and express themselves in a less threatening environment. Equipped with good critical thinking skills, graduates can become better individuals in their workplace in the future and can become responsible citizens of the country who are proficient problem-solvers and decision-makers.

On the other hand, many students find difficulty in dealing with questions that involve critical thinking, although they seem interested in activities that demand collaborative tasks. In the process of interaction, learners are less motivated to give their response individually and some of them do not have the confidence to express their analysis or reasoning. This case is an actual contradiction to the goals of English class being a communication arts subject because classroom interaction is highly imperative. Students need to express themselves using the language; however, they are not confident of their own judgment and of their communicative competence. Learners would only show enthusiasm only when they are asked with knowledge questions but show hesitation when being asked with questions that require a more profound explanation. For this reason, most of the students would show no interest in responding for they are afraid to be scrutinized and criticized by their teacher and classmates. Furthermore, students would

be more passive to convey their own ideas that require their skills in problem-solving and decision-making.

Aside from the problems encountered by the teacher as mentioned earlier, there are several barriers to critical thinking (Cottrell, 2011) such as misunderstanding what is meant by criticism. More often than not, people would have negative perception of criticism because it may seem that it is the only way to make negative comments. Nevertheless students learn how to give constructive criticism and teachers are the ones to demonstrate it. Another barrier is overestimating one's own reasoning abilities. Students, in particular, do not have enough courage in articulating their rational thinking or argument to avoid conflict or misunderstanding. Consequently, this would not help in higher-academic or professional life by pursuing an illogical way of thinking. Also, lack of methods and strategies or practice hinders critical thinking. Most learners are unaware of the means and approaches to consider being able to think critically because of minimal exposure to critical thinking activities. Although this may be true, it is still believed that critical thinking can be developed through constant practice. Affective reasons also inhibit students from being critical. People need to manage their emotions because their own beliefs or principles would greatly affect the delivery of good argument. Next is the reluctance to critique experts. Teachers and curriculum writers are viewed as the experts in the field of education, but students who are critical thinkers should be given a chance to evaluate or analyze certain topics or issues discussed in a very objective and appropriate manner. Then there is the mistaking of information for understanding. There

are times when students can misconstrue the purpose of teaching method employed by the teacher in facilitating logical conclusions or decisions because they concentrate on the facts or theories. Finally,insufficient focus and attention debilitates critical thinking. Some learners could not focus on the critical thinking activity for they are often diverted by other interesting aspects of the task.

To lessen these debilitating factors toward critical thinking is the use of collaboration in the classroom coupled with hands-on task sheets for group analysis, small group interaction, and peer sharing of thoughts and ideas. Grounded on the thrust of the K-12 curriculum, the main objective of this study is for students to become globally competitive individuals who possess the 21st century skills which include critical thinking and collaboration. Collaborative task sheets are the main products of this study to facilitate the students' higher order thinking skills since most of the students do not readily participate in classroom interaction especially when individually probed with questions that deal with analyzing, reasoning, evaluating, problem-solving and decision-making.

1.2 Conceptual Framework

This section provides theories that support critical thinking and its development in the language classroom.

Specifically, critical thinking is one of the most important skills that need to be incorporated with collaborative tasks so that communication, creativity, and collaboration can be enhanced in the process (Lai, 2011). However such skills are not addressed in the traditional way of teaching. Although learners nowadays are working collaboratively on a task, the activities are not that substantial in stimulating the minds of the learners.

The common goal in the field of education is to get students to think critically and decide on what is best in life, as can be observed among motivated students inclined to reflect such traits with little intervention from the instructor, but Lancaster (2012) claims that all students can be guided by activities appropriately designed to provide a framework for critical thinking.

In the same manner, one cannot go away with Bloom's Taxonomy when it comes to thinking skills specifically critical thinking since its cognitive domains are being categorized. Each of its domains consists of cognitive approaches and skills. There is a need to revise the taxonomy because of the increase in the difficulty of the item once it is evaluated and created.

In general, higher order thinking is related with abstractness notwithstanding the fact that abstract thinking requires complexity. Generating factual pieces of information

and elaborating on their relationships still involve complexity and requires abstract thinking. But it does not mean that one domain is more abstract than the previous one in the taxonomy. Bloom's taxonomy just presents a linear progression to cognitive complexity. When writing learning objectives to align performance expectations and activities, educators can refer and leverage Bloom's taxonomy. For learners to effectively digest complexity of the material, activities can be designed to stimulate knowledge and skills that can be associated with cognitive domains.

There are a few things to remember when planning for critical thinking material. Lancaster (2012) recommends that the identification be done on which intellectual steps are required for a student to explicitly determine their knowledge and skills. These skills can be categorized under analyzing, reasoning, evaluating, problem-solving or decision-making which can become the focus objectives presented and explained to the students as part of goal-setting. Also, the utilization of Bloom's taxonomy as a guide in creating learning outcome has to be done. The learning outcomes in the Grade 8 curriculum are embedded with some language tasks such as listening, reading, speaking, writing and viewing. In this connection, Bloom's Taxonomy serves as a basis in formulating the objectives of the task. Next to consider is the distinction between learning objectives and activities. The objectives of each task require clear statements to ensure the reliability and accuracy of the task. Activities should be uniquely named to be able to distinguish them from the objectives. Lancaster (2012) also suggests considering higher order thinking that can require knowledge from concrete to abstract. Schemata knowledge is also important in critical thinking for it can provide basis in the development of the idea or

concept. Finally, there is a need to capitalize on student critical thinking by structuring activities that support the suitable domains. Activities are created to cater the needs of the learners in developing their critical thinking skills. The authenticity and adaptability of the tasks to the specific areas in critical thinking must be evaluated.

Corollary to critical thinking is problem solving (Partnership for the 21st Century Skill, 2013), showing the strong link of the two constructs. Both call for actions to reason effectively by practicing different types of reasoning as applicable for the given situation. The use of inductive and deductive reasoning is a good mental exercise. Exposing learners to different problems provide them with opportunities to find solutions in their own way. They will be trained to defend their answers objectively especially when dealing with realistic circumstances. Likewise, both use systems thinking by evaluating how parts of a whole interact with each other to yield overall results in complex systems. Each cognitive domain is necessary to contribute to its output. For better results, students need to analyse the basic concepts that can be considered in arriving at the best outcome. Organizing their thinking helps them analyze personal issues or situations better. Further, both require the making of judgments and decisions. These might be difficult but they need relevant experience for improvement. Real life problems encountered by the students and how they deal with them hone their decision-making skills. Learners need to analyze and evaluate ideas or issues before coming with sound judgment. Both call for ability to solve problems. Complications are part of life that is why students need to enhance their problem-solving skills to face them. Learners become a more effective

critical thinker if they are good problem solvers in conventional, traditional ways and creative non-conventional ways.

In addition, Holmes' description (2009) provided relevance in presenting the characteristics of a Thinking Curriculum. The learning outcomes must clearly specify the types of thinking and related outcomes to be developed in the curriculum-whether stated in process or product terms. Types of thinking and content knowledge are naturally combined and mutually supportive in terms of enabling the learners to achieve the appropriate level of competence for the course objectives. Surveying learning competencies must be prepared to identify the critical thinking skills to be developed. The higher order thinking skills such as analyzing, reasoning, evaluating, problem solving and decision making were considered as the most significant in the life of the learners and were considered in planning the activity aligned with the course objectives.

Therefore, assessment must significantly involve authentic and simulated real life activities that can only be successfully completed through effective demonstrated different types of thinking identified in the learning outcome (Lai, 2011). For this reason, the researcher compiled several collaborative task sheets that match the learning competencies required in the curriculum of Grade 8 English. Each task contains the instructions given. Once the students have read the material in a very simple language, it is expected that they will be able to carry out the task among themselves.

Henceforth, the collaborative tasks have been designed in such a way wherein students can work independently as a group with less supervision from the teacher. The tasks are being carried out among the learners and give them opportunity to formulate questions, to give analysis, to make decisions, and to solve problems. The task sheet itself may provide enough motivation for the students without minding the difficulty of the activity because they are being assigned in groups. Each topic is aligned with the objectives which would generate ideas from the learners and discuss their synthesis and evaluation among themselves.

Essentially, collaborative task enhances the students' language skills since it provides the members room to engage themselves in intellectual discussion while using the target language (Lai, 2011). Though it involves abstract thinking, it allows learners to share their experiences or insights without being pressured of committing mistakes or giving the wrong ideas. Besides, they would be academically challenged by task assigned to them. They may gradually develop their critical thinking because they have been exposed with these kinds of activities. They may adapt this important skill and apply it in real life since workers need to be able to think creatively, solve problems, and make decisions as a team.

In due course, another product of this study is the materials that may be used by the teacher in order for them to have a guide on the specific task of the students and the thinking skill to be enhanced in the process of the collaborative task. The particular task is also aligned with the objectives indicated.

Based on Critical Thinking Characteristics, Bloom's Taxonomy, Thinking Curriculum, and Collaboration in doing task sheets was a framework created to concretize their interrelationship as illustrated in the conceptual framework in Figure 1.

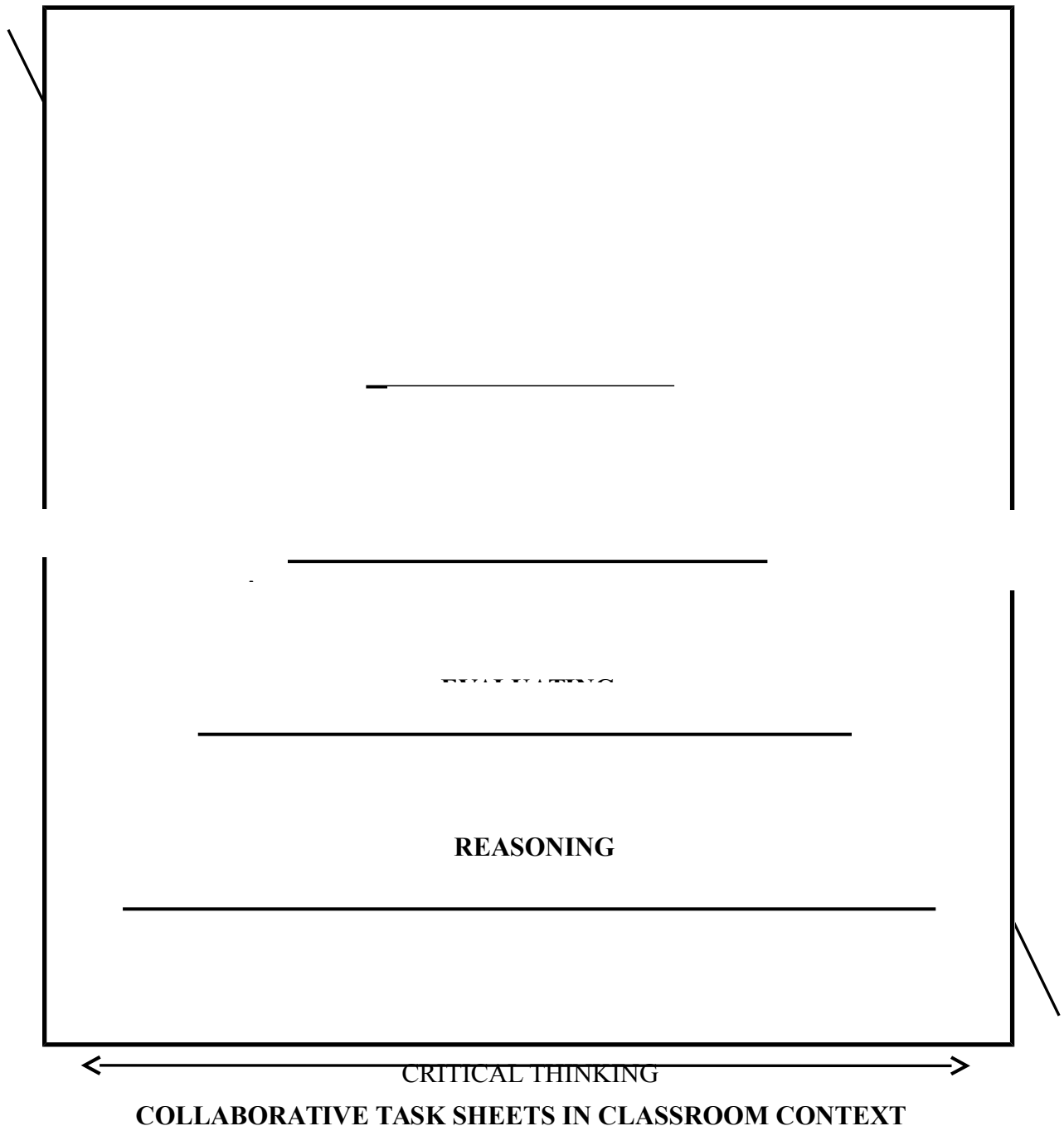


Figure 1. Conceptual Framework of the Study

Figure 1 illustrates that when learners are presented with collaborative task, they are able to develop their critical thinking skills. The skills illustrated were adapted from McKenzie (2006) are the most commonly identified in the curriculum which consists of several skills or domains in critical thinking. Learners gradually develop the first three skills in the pyramid. The collaborative task sheets were designed in order for the participants to analyze statements, and to provide reasoning, and to evaluate judgment. Being able to make decisions and solve problems are on top of the pyramid for these would involve more abstract thinking.

Bell (2011) applied Bloom's Taxonomy in teaching technology. He modified the thinking skills and postulates that one cannot understand a concept, if it is not remembered; on the same manner one cannot apply concepts if it is not understood; one cannot apply it if the concepts are not analyzed; one cannot create if the concepts are not remembered, understood, applied, analyzed and evaluated. He further states that it is a continuum from the Lower Thinking Skills (LOTS) to Higher Thinking Skills (HOTS).

Bloom's Taxonomy served as a basis in conceptualizing the diagram, especially on the higher level of the taxonomy since this study was concentrated on developing critical thinking. In employing collaboration, learners engage themselves in analyzing; it is basic step of the students' critical thoughts. Making judgment or expressing opinions, involves reasoning which is on the second level. When learners are engaged in assessing

several theories or ideas presented, it facilitates their evaluative skills. Evaluating ideas also includes the first two skills. When students have undergone analyzing, reasoning, and evaluating, they can apply skills in decision making. There are several factors to be considered before arriving at a certain decision. Problem-solving entails several processes such as analyzing, reasoning, evaluating and decision-making.

Learning how to work as a team is an essential skill set for the 21st Century students, because collaborative work environments are a major component of today's businesses (Bell, 2011). Learners work with peers using their collaboration skills through group tasks serving as motivation to exert effort for the completion of activities and attainment of goals. Learners gain positive interdependence when participating and cooperating in the learning process. They take the responsibility of the role assigned to them as they participate and engage in the activity using their critical thoughts.

1.3 Statement of Purpose

This study aims to produce collaborative task sheets with guide sheets for teachers to support the teaching of critical thinking skills of the Grade 8 students.

Specifically, it seeks to

1. identify least mastered critical thinking skills which the new curriculum aims to develop among Grade 8 students;
2. design collaborative tasks sheets with teaching guide sheets based on the identified least mastered skills; and
3. validate the collaborative task sheets

1.4 Significance of the Study

This study is significant for

1. Grade 8 students of Lagro High School. Students may be able to be aware of their strengths and weaknesses in using their critical thinking skills.
2. Teachers of English and other content areas teachers. The collaborative tasks may be utilized to encourage development of critical thinking skills of their students.
3. Curriculum writers. Insights in materials development may be gained in integrating critical thinking instruction through collaborative task.
4. Educational supervisors. Findings of this study may provide input in planning and conducting trainings and seminars for all content area teachers.
5. Researchers. Recognizing the value of doing further research to encourage more research on developing critical thinking that may benefit both the teachers and students.

1.5 Scope and Delimitation of the Study

This study is designed for Grade 8 students. The lessons in Quarter 1 and Quarter 2 served as a basis in choosing topics for designing the instructional materials. The collaborative task sheets were designed for Quarter 3 and Quarter 4, validated by experts and students who are the target users of the materials.

The collaborative task sheets are designed not for explicit teaching of skills, but for support in enriching the exercises for practice on critical thinking through collaboration with peers and classmates.

1.6 Definition of Terms

This section defines key terms and concepts used in this study.

Collaborative Task Sheet(CTS)-It refers to instructional material in the form of activity sheets used to give specific procedure for the members of the class who will accomplish the task with a partner or a group.

Critical Thinking -It is the mental process of actively and skilfully conceptualizing, applying, synthesizing and evaluating to reach an answer, conclusion, or decision.

Teaching Guide Sheet (TGS)- It is a teacher's guide in facilitating the use of students' collaborative task sheets as a complementary procedures for the students.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This section provides an overview of the theories and literature on critical thinking and collaborative learning that serve as a basis of the development of study.

2.1 Conceptual Literature

On Critical Thinking

Critical thinking is a multifaceted term that most people have a vague idea about. From an internalist point of view, critical thinking is defined as one that packs everything relevant to the evaluation of an intellectual product into consciousness of an individual. On the other hand, the externalist point of view focuses on the strategies associated with the process of intuition and recognition in familiar situations (Cohen, Adelman, Bresnick, Marvin, Salas, Riedel, 2004). Critical thinkers take conscious effort before reasoning or evaluating their beliefs and actions. Nevertheless, there are certain situations when some approaches may be applicable because time is limited, such as the use of task sheets that facilitate the use of the same skills. For this reason, the externalist point of view serves as a basis in creating task sheets built on collaboration for the purpose of critical thinking skills practice exercises.

Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes (Cottrell, 2012). Paul and Elder (2010) define this construct as that mode of thinking about any subject, content, or problem in which the thinkers improve the quality of their thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Lampert (2005) supports this view as recognizing different viewpoints, being analytically reflective and willing to increase sources of information as well as gathering meaningful questions to formulate plausible solutions. Thus, reflection is an important component of critical thinking that entails a process before arriving at a conclusion or giving a solution to a problem or learning something.

With these definitions on critical thinking, it is sometimes perceived as complicated because of the word “critical” and of various abilities in which intellectual thinking is necessary. But Van Gelder (2005) argued that critical thinking is not necessarily negative, destructive or “criticizing” thinking. His view describes critical thinking as a very positive activity that generates genuine knowledge and satisfying feeling of justified confidence in that knowledge.

Typically, critical thinking is also related with other concepts that is why many researchers have drawn connections to other skills commonly identified as twenty-first century skills, including metacognition, motivation, and creativity.

Critical thinking is associated with metacognition. Van Gelder (2005) and Willingham (2007) appear to perceive metacognition as being subsumed under critical

thinking when they argue that a component critical thinking skill is the ability to deploy the right strategies and skills at the right time, typically referred to as conditional or strategic knowledge and considered part of the construct of metacognition (Kuhn & Dean, 2004; Schraw et al., 2006). They have drawn connections between metacognition, critical thinking, and motivation under the umbrella of self-regulated learning, which they define as “our ability to understand and control our learning environments” (p. 19). Self-regulated learning, in turn, is seen as comprising three components: cognition, metacognition, and motivation. The cognitive component includes critical thinking, which Schraw et al. explain are consisting of identifying and analyzing sources and drawing conclusions.

In the same way, critical thinking is related to motivation. For example, most researchers view critical thinking as including both skills, or abilities, and dispositions. The disposition to think critically has been defined as the “consistent internal motivation to engage problems and make decisions by using critical thinking” (Facione, 2011, p. 65).

Similarly, student motivation is viewed as a vital prerequisite for critical thinking skills and abilities. Stimulus is essential for it leads the learners to their goal or objective. Teachers play an important role in encouraging the students to think critically. It is expected that teachers be adept in using their critical thinking skills and be a model in thinking critically such as asking the students thought-provoking questions.

Finally, many researchers in the twentieth century like Paul and Elder (2010) have made connections between critical thinking and creativity. At first glance, critical

thinking and creativity might seem to have little in common, or even to be mutually exclusive constructs. Yet the said authors note that both creativity and critical thinking are aspects of “good,” purposeful thinking. As such, critical thinking and creativity are interrelated with one another. They are developed hand in hand in the process abstract thinking. Good thinking requires the ability to generate intellectual products, which is related with creativity. However, good thinking also requires the individual to be aware, strategic, and critical about the quality of those intellectual products. As the authors note, “critical thinking without creativity reduces to mere skepticism and negativity, and creativity without critical thought reduces to mere novelty” (p. 35). Paul and Elder (2010) point out that, in practice, the two concepts are inextricably linked and develop in parallel.

Similarly, the researcher of this study believes that one can be creative while being critical. The researcher also supports the idea of the aforementioned authors that creative and critical thinking need to be integrated during instruction. Students must be exposed to learning environment where they are able to engage themselves in different activities that stimulate their higher order thinking skills. Likewise, she believes in the importance of using critical thinking skills at the right time which is part of one’s metacognition. Since critical thinking is said to be a self-regulated learning, intrinsic motivation is also deemed significant for it stimulates the mind of the learners first before engaging themselves in problem-solving and decision-making with a group.

Although critical thinking is said to be a self-regulated learning, extrinsic motivation, which would emanate from the partner or members of group an individual is working with, encourages the learners more to make analysis, evaluation and synthesis, while creativity is often linked with critical thinking for both are aimed to develop good purposeful thinking. This could further be enhanced when integrated in the instruction and especially if the students are learning collaboratively.

King (2012) enumerated the main critical-thinking abilities such as analyzing, arguing, classifying, comparing and contrasting, defining and explaining, evaluating, tracking cause and effect, and problem solving. Analyzing is breaking something down into its parts, examining each part, and noting how the parts fit together. Arguing is using a series of statements connected logically together, backed by evidence, to reach a conclusion. Classifying is identifying the types or groups of something, showing how each category is distinct from the others. Comparing and contrasting is pointing out the similarities and differences between two or more subjects. Defining is explaining the meaning of a term using denotation, connotation, example, etymology, synonyms, and antonyms. Describing is explaining the traits of something, such as size, shape, weight, colour, use, origin, value, condition, location, and so on. Evaluating is deciding on the worth of something by comparing it against an accepted standard of value. Explaining is telling what something is or how it works so that others can understand it. Problem solving is analyzing the causes and effects of a problem and finding a way to stop the causes or the effects. Tracking cause and effect is determining why something is happening and what results from it.

In 2010, Ennis also enumerated several characteristics of a critical thinker such as being open-minded and mindful of alternatives; having desires to be, and is, well-informed; judging well the credibility of sources; identifying reasons, assumptions, and conclusions; asking appropriate clarifying questions; judging well the quality of an argument, including its reasons, assumptions, evidence, and their degree of support for the conclusion; can well develop and defend a reasonable position regarding a belief or an action, doing justice to challenges; formulating plausible hypotheses; planning and conducting experiments well; defining terms in a way appropriate for the context; drawing conclusions when warranted- but with caution; and integrating all of the above aspects of critical thinking.

Additionally, critical thinking is self-directed, self-disciplined, self-monitored and self-corrective thinking (Paul and Elder, 2010). It presupposed assent to rigorous standards of excellence and mindful command of their use. It involves effective communication and problem-solving abilities and a commitment to overcome native egocentrism and sociocentrism. Although this may be true, the researcher strongly believes that critical thinking can still be developed by incorporating some of the 21st century skills in teaching and learning to produce globally competitive individuals.

Summarily, critical thinkers are open-minded and inquisitive (Ennis, 2010; and Paul & Elder, 2010) as they manifest flexibility to consider new ideas or changes, especially in working with peers, using questioning as indispensable for acquiring more knowledge and clarifying dispositions.

Importance of Critical Thinking

Lau (2004) state that critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking as part of domain-general thinking skill. Making decisions is very necessary in real life especially in what people choose to do, which means that such skill cannot be confined in a particular subject area since solving problems systematically and being able to think clearly can be an asset in life and career. Students who are good critical thinkers can choose the career for themselves. They can eventually cope with the challenges they have to face in their chosen profession.

Since people nowadays are driven by information and technology, they should be able to cope with these changes quickly and effectively. Such changes also demand flexibility of intellectual skills and ability to analyze information and integrate various sources of knowledge in solving problems. So students should practice being good critical thinkers early in life for them to make wise decisions specifically in preparation for the career they will choose to take, if not for the sake of life situations they come face in daily life. Graduates who possess good critical thinking skills can meet the demands of their fast-changing conditions in their workplace. Their critical thinking skills would be more enhanced in dealing with the real life situations and problems as they equip themselves with critical thinking skills.

Another importance of critical thinking is that it enriches language and presentation skills. When students practice how to think clearly and systematically, they

also improve the way they convey their ideas logically, and this would be a good training for the students to get their message across, preventing illogical language suppositions that may occur in the interaction process. Sadly, learners are not getting enough exposure to various texts in the classroom in which they can develop their language skills. Consequently, they have poor reading comprehension as a platform of critical thinking and have difficulties in expressing themselves. As a possible solution, students should be exposed in analyzing the logical structure of texts that can increase their comprehension abilities through peer partner or small group interaction. Accordingly, they are able to express themselves using the language and making them think critically through constant practice in groups of their peers to avoid intimidation and threatening environment.

Similarly, critical thinking encourages creativity. It is not simply the case of problem-solving but it is also the generation of new ideas that are deemed suitable for the task at hand. Assessing fresh ideas, choosing the best ones, and modifying these concepts if necessary are very crucial in critical thinking leading to expression of creativity, which the present study has employed in the construction of the task sheets.

In addition, self-reflection is fundamental in critical thinking as people rationalize and reflect on values and decisions to make life more meaningful. In this way, critical thinking aids in the course of self-evaluation. Doing a reflection of one's belief and choices in life is one of the skills that learners need to develop to be able to make sound arguments. It could also be shared insights so they could learn from one another.

In classroom setting, content-based instruction provides more chance for the students to maximize their learning of a specific subject matter using their higher order thinking skills and creativity. Though such skill can be integrated with other content subjects, experiential learning is limited because of time constraints, unlike in the student-centered learning in which the focus is more on activities to be processed by individuals or a group of learners who take charge of their learning and make the most out of their critical thinking skills.

Basically, it is imperative for educators to enhance their teaching of critical thinking through various creative activities and exercises. There are a lot of strategies that could be utilized in analyzing, evaluating, problem-solving, and decision-making. One strategy is the use of support instructional materials during lessons. Said materials could be compiled so the best ones could be selected and used in the classroom to meet the competencies required in the curriculum.

Development of Critical Thinking

A number of researchers have deliberated on the domain specificity in the instruction of critical thinking (Lai, 2011). But Van Gelder (2005) posits for the general approach to critical thinking instruction. He argues that students need deliberate practice in exercising critical thinking skills and abilities. It can occur when critical thinking is taught as distinct and overt part of the curriculum. Nevertheless, students must be provided with opportunities to exercise their critical thinking skills in variety of context. Although critical thinking skills and abilities are part of the content to be learned, critical

thinking instruction is not made explicit so they are not mainly the focus of direct and explicit instruction. But Lai (2011) cited Silva (2008) emphasizes that maintaining knowledge and thinking have to be taught simultaneously. Also mentioned is that of Case (2005) who asserts that critical thinking is a lens through which to teach the content and skills embedded in the curriculum. He further states that critical thinking should be taken as a way of thinking in any domain.

Based on the aforementioned theories, it can be said that different approaches and strategies are essential to suit the needs of the students and to help students think critically. The K-12 is a student-centered curriculum giving the learners a chance to facilitate their own learning with very little supervision from the teacher. The teacher on the other hand should see to it that students gain knowledge and acquire the competencies they need in life. As a classroom teacher, the researcher perceived that instruction of critical thinking skills should be embedded in the teaching of basic skills in English such as reading, writing, listening, viewing, and writing.

One of the most effective approaches was the mixed approach that combines elements of both the general and subject-specific approaches. Abrami et al (2008) further prove in their study the effects of instructional interventions of the critical thinking skills and dispositions of 117 students. It was found that a substantial amount of variation in effect sizes across studies would have significant effect on the pedagogy and type of intervention. This finding recommends the integration of critical thinking into regular academic content and encourages the use of explicit instruction in critical thinking.

Results of the same study has shown that educators who have undergone special trainings in teaching critical thinking had the largest effect-sizes rather than those who had simply aligned critical thinking in their instructional objective. Therefore, he said that for interventions to be successful, teachers may be required professional development on this area (p. 32).

As was cited by Lai (2011) a number of researchers have recommended using particular instructional strategies. Explicit instruction, collaborative or cooperative learning, modelling, and constructivist techniques are some of the approaches that were proven to promote critical thinking. Several researchers on critical thinking such as Abrami et al. (2008) and Heyman (2008) pointed out that one of the most effective methods is a collaborative or cooperative approach to instruction. This is based on the Piagetian and Vygotskyian view that emphasizes social interactions in promoting cognitive development. The idea that emphasizes the importance of student's relationship in developing their critical thinking skills was elaborated in Abrami et al. (2008) and Heyman (2008) who aver that children's social experience can be shaped by reasoning. On similar lines, developing critical thinking through instructional interventions have found a small but positive and significant effect of collaborative learning approaches on critical thinking (Abrami et al., 2008).

K to 12 Curriculum on Critical Thinking

The main thrust of K to 12 curriculum is to produce holistically rounded graduates who are equipped with information, media and technology skills; and enrich their knowledge and skills to be competent in the seven learning areas- Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences. Critical thinking plays a significant role in learning areas mentioned specifically in Languages. Grades 4 to 6 students will be using English and Tagalog to express their exploration or interpretation of texts so that they attain profound knowledge, skills, values, and attitudes through continuity and consistency across all levels and subjects in the junior high school. Higher learning involves deeper understanding which involves reasoning and evaluating. So when they reach their senior high school, learners may choose a specialization based on aptitude, interests, and school capacity. This will also prepare the students' skill in decision making and problem-solving as they prepare for effective communication and life career skills.

Critical thinking is one of the most essential skills which graduates can acquire as teachers hone this in the K to 12 curriculum. Graduates who are good critical thinker have an edge in professional and personal life.

Collaborative Learning

This is the scenario in a K-12 classroom wherein collaborative approaches are used in teaching and assessing students. More recently, educators and policy makers have identified the ability to collaborate as an important outcome in its own right rather than as

means to an end (Lai, 2011). Thus, there is a chance that collaborative learning is a means to improve the critical thinking skills of the learners. This notion is also indicated in the findings of Clifford in 2011 that collaborative learning teams are said to attain higher level thinking and preserve information for longer times than students working individually. Accordingly, groups tend to learn through discussion, clarification of ideas, and evaluation of other's ideas. Most information that is discussed is retained in long term memory for their experience in working with others is significant as compared to learning individually. Research also supports the prior theory that those students who demonstrated lower levels of achievement improved when working with diverse groups. This is especially true for Vygotsky, considered as the father of "social learning" and the term "zone of proximal development" taking place when aided by peers and adults. In short, collaboration is very much present in social learning to increase students' awareness of other concepts through the help of more mature or more knowledgeable others.

By definition learning is social in nature. One can study and develop new ideas by using different mediums, whether it is books, discussions, technology or projects to convey ideas and to share perspectives with others. The researcher strongly believes that collaboration is a learned process that is why the product of this study is the collaborative task sheets for the students and guide for the teachers. If employed by the teachers and utilized by the students properly in the classroom, it would be a beneficial instructional material that can allow educators to tap into new ideas and information.

Furthermore, critical thinking is very significant in making decisions and judgment which is crucial in dealing with the realities in life. In the process of collaborative learning, critical thinking skill can be enhanced unconsciously and thoroughly when the members are working together. There is a low affective filter when the learners share ideas and decisions with two or more members. Thus, making them ready to relate or apply in real life situations.

In essence, it is believed that developing an instructional material such as task sheets can initially build the foundation in developing the critical thinking skills of the learners. These materials are intended for two or more members of a group that make them evaluate their own learning in a more relaxed atmosphere. The collaborative tasks in this study are designed so that teachers can encourage development of critical thinking skills of their students and review the best practices in assessing collaboration skills.

Generally, the K-12 curriculum requires four key components: teacher-directed instruction, real time formative assessment, collaborative learning, and adaptive instruction tools that allow them to fit these components into lessons and engaging ways (Hetherington, 2013). One of these is the teacher-directed instruction where the student-centric environment makes learners more engaged, more collaborative, and more motivated; but the teacher is essential for guiding instruction and keeping the students on task. The second one is the real-time formative assessment. It allows differentiated instruction or directed small group learning. Teachers need help on instructional delivery by having more options for adjusting instruction accordingly. The third one is

collaborative learning. Learning to collaborate helps the students' critical thinking skills and builds their knowledge across curricular areas. The fourth one is the adaptive instruction. Adaptive instruction helps classroom teachers and curriculum writers evaluate the strengths and weaknesses of each student which ties formative assessment and also aids small-group differentiated instruction.

Furthermore, several studies have been made to prove the effectiveness of collaborative learning in the field of education. That is why it is a common approach that has been widely used in the past and present. Collaborative learning refers to a general range of instructional activities involving the students to work together to achieve common goals in learning (Rochesters Institute of Technology, 2010). They further elaborated that collaborative learning involves a wide range of activities from the simplest to the most complicated tasks to be carried out with a partner, a group or an entire class. It provides the students with opportunity to have more connections by building relationships which could be developed in small group activities.

Therefore, the common trend in education nowadays is active learning where students are part of generating their own knowledge through discovery, discussion, and expert guidance. Collaboration offers students the chance to share thoughts and interact with peers, facilitators, and experts in the field the act of which can promote critical thinking, encourage creative thinking through social simulation and sharing of ideas. This can be done by relating the activities with actual scenarios in daily life as they partake in the discussion expressing their ideas, leading them to solving a problem and making

decisions through active, participative involvement. Collaboration demands learners to work jointly with a partner or the members of the group towards achieving a common goal, which in turn increase their preparation and practice for working with others. Likewise, collaboration provides a safe place for questions. Good questioning is a good stimulator of thinking as it also creates a more personal environment in large classes. Students work better in a relaxed classroom setting and produce positive results because such setting provides a social support system for students. Encouraging the learners to socialize with their classmates lift their confidence and trust with one another, while at the same time they build diversity of understanding among themselves. Graduates who know how to deal with different types of people in the school and beyond would have an edge in the workplace compared to those who do not. Finally, collaboration develops team skills used on the job and beyond. Working with a team though still encourages independent learning because students manage their own learning. This will make them prepared to deal with the challenges in their chosen career.

In particular, it has been tested over time that collaborative learning provides more benefits to the student, hence the teachers' preference to use this approach. But educators should be able to vary the activities and roles assigned to them in a group so that students would maximize their time and potential whenever they work with others. Teachers should see to it that the learners carry out their task properly and provide enough feedback to stimulate the critical thinking skills of the students.

It follows that collaborative learning promotes critical thinking as it allows learners to share their expertise and to practice a higher order understanding of a given

topic (Breda and Dawydiak, 2008). It can best be done in the form of discussion, clarification of ideas, and evaluation of others' ideas so learners are able to share tacit knowledge (Gokhale, 1995; Paavola, Lipponen & Hakkarainen, 2004). Learners must engage themselves in daily interaction with peers especially in academic discussion so it would be easier for them to share their ideas and to give feedback as well.

More specifically, Breda and Dawydiak (2008) quoted by Beldarrain (2006) claimed that the ability to evaluate information and make decisions as a team is critical in today's dynamic context. Individuals must collaborate creatively to tackle a variety of challenges including the constraints of time and space. This implies that students in one way or another would have a chance to work with one another in a give-and-take environment in a collaborative classroom while improving social skills. Consequently, solving problems and making decisions for them in an actual workplace would be easier in this age of change.

In addition to the academic benefits gained through collaborative learning, there are social benefits such as fostering social relationships and helping students to see learning as a social habit (Gillete & Grant, 2006). Collaborative learning gives the teachers more opportunity to accomplish their goals in the classroom. On the learners' part, they are able to experience several roles in a group, making them capable of their own learning while giving them a chance to evaluate other groups. Thus, they are able to develop their socio-linguistic competence as they attempt to explain their points and rationalize their decisions.

Furthermore, working together and sharing activities among students can help teachers to achieve certain aims in the environment of collaborative learning (Zurita et al., 2004) as it encourages the students' thinking processes and helps them to understand the material much better. It also gives the students the opportunity to analyze, create, and evaluate ideas together, and develops communication skills such as discussion skills. In this approach to learning, the students can hone their language skills and learn more from each other.

Overall, collaborative task sheets are created to cater the needs of the learners in developing their critical thinking skills which is parallel to the goal of K-12 aimed at producing globally competitive individuals who are adept in problem-solving and decision making. Maximizing students' potentials and enriching their learning experiences are taken into consideration in writing the collaborative task sheets for students and teaching guide sheets for the teachers.

Specific Instructional Strategies on Collaborative Learning

There are a number of instructional strategies to encourage the development of critical thinking mentioned earlier. One of the most recommended by several critical thinking researchers is the collaborative or cooperative approach to instruction (Lai, 2011).

Particularly, learning by doing and modelling provides the students opportunities to work on authentic materials. The collaborative task sheets provide students with activities that are related with their real life experiences and problems that they may encounter, while collaborative or cooperative learning offers students various activities that they will learn jointly with their classmates, thus enhancing their critical thinking skills. It is also genuine learning for students who seek help whenever they cannot solve problems or ask opinions before making decisions. The same is true in collaborative teaching that can produce progressive result for teachers, sharing their approaches or strategies with colleagues that they reckon effective for certain groups of students.

Halonen (2001) offers ten useful strategies for helping students refine learners' thinking skills and supporting the teachers to reach the course objectives. Though there are many strategies available, foremost are making an explicit statement in syllabus regarding the goal of helping students learn to think, and providing a clear description of what that means in light of the discipline or subject area being covered. Having a clear objective that is aligned with the curriculum is a good beginning to develop an instructional material. The content of the material must be exhausted to provide students with several learning opportunities. Next is to explain the course's pedagogical framework so that students have a clearer sense of expectations. The learning competencies of each subject area must be considered to define the goals of the participants. It must also build opportunities to practice thinking into class sessions. Encouraging students to tackle ideas and ask questions will have a lasting impact. It was

proven in several studies mentioned earlier that students will have better retention of their learning when engaged in an intellectual group discussion.

The application of said strategies helps teachers provide an environment that would not only teach students to improve their thinking skills but would also encourage reflection. Reflection is an important aspect in teaching so teachers would know if the students have learned. They can also apply their skills in critical thinking when they have expressed insights about the lesson.

Materials Preparation of Collaborative Task Sheets

Clifford (2011) compiled the best practices in collaborative learning and this has guided the present study in structuring the task sheets. Firstly, there is a need to establish group goals. For collaboration to be effective, learners should be guided by the objective of the task. Objectives must be clearly stated so students would have a clear direction of their activity. Second is to keep groups mid-sized. A group which consists of 8 to 10 members exert less effort compared to groups with 4 to 5 members. But the number of members still depends on the complexity and duration of the task. Thirdly, there is a need to establish flexible group norms. Flexibility in grouping is vital to avoid stiff and prejudice so students engage in quality interaction. There are also some tasks where students are grouped according to the multiple intelligences required by the activity. Fourth, there is a need to build trust and promote open communication. Groups

should work in an environment where they are free to express their ideas and learn how to trust people so they would not hesitate to share their ideas. Next is to create group roles for larger tasks. Decomposing a difficult task into parts saves a lot of time. Aside from the objectives, students should be given a specific assignment of their role. They can be the leader, assistant leader, secretary, or a member. However, these roles must not be constant so they will assume different responsibilities from time to time. Doing so may hone their leadership skills and discover their skills and talents. Also, another requisite is to create a pre-test and post-test. Mainly, a pre-test is administered in order to diagnose the needs of the learners while a post-test should be done to measure if the students have learned in their group. This test may also identify the strengths and weaknesses of the task for future practice. Next is to consider the learning process itself as part of assessment where children may develop their social and interpersonal skills. Though there is psychological effect on their self-esteem and personal development, they are still part of the students' learning. Evaluating students' performance in the discussion and observance of the rules can provide stimulus and self-restraint. Rubrics should be clearly defined at beginning of each task so students have to adjust the task according to the amount of the criteria given. Then it also needs to consider using different strategies. There are many books and online sources which may help the teacher in varying the approaches in developing the students' critical thinking skills. Some of the activities which promote critical thinking skills include jigsaw technique, clusters, buzz groups, round robin, leaning cells, or fish bowl discussions. Learners are more engrossed in the activities which are designed according to their interests. Also, tasks should allow groups

to reduce anxiety. Learners may provide support to the other members especially when dealing with a complicated task. They should not feel pressured or negligent in completing the assignment. Complexity of the task should not discourage the learners but should drive the students more to help one another. Then there is a need to establish group interactions. Successful collaboration means that members carried out the roles assigned to them at the beginning of the task which can be determined in the quality of their performance. It is necessary to note that task functions include the use of language to practice their knowledge on initiating discussions; clarifying points; summarizing; challenging assumptions or being a devil's advocate; providing or researching information; and reaching a consensus. All of these functions are means to enhance both the higher order thinking skill of the students and their linguistic abilities in English.

Equally important is maintenance of pleasant atmosphere for it involves the harmony and emotional well-being of a group. Maintenance is concerned with sensing group feelings, harmonizing, compromising and encouraging, time-keeping, relieving tension, and bringing people into discussion.

Basically, the researcher has found the most basic and important suggestions by Clifford (2011) suitable in designing the task sheets included in this study. Careful consideration of each has been made so that the collaborative task sheets would be appropriate for a certain topic or activity to suit the learners' needs of exercising their critical thinking and language skills as well.

2.2 Research Literature

Research on critical thinking in relation to second language learning is still at its infancy stage. One of the few studies is by Rashid and Hashim (2008) who cited (Elder & Paul, 2006; Shaharom, 2004) that critical thinking is important in the acquisition of language skills particularly in writing and reading which are indispensable language skills that can help undergraduates secure their academic success. Reading and writing are related to one another for they involve deeper comprehension. However, studies on the relationship of the two language skills especially those used by second language learners as the sample are still not sufficient. Fewer studies have been conducted on the relationship of the said skills with general language proficiency. Particularly, Rashid and Hashim (2008) revealed that Japanese students did not only develop critical thoughts but also indicated that critical skills could be taught to these students in language class. As the case may be, it was also suggested that more research needs to be conducted in other Asian contexts, especially in Malaysian university context to investigate if the same results apply to undergraduates in the related context (p.374-375), in which the present study strongly agrees. Rashid (2008) recommended that Malaysian university should play its role well to produce human capital considered as a valuable asset to their country. He further asserted that their university must dare take the challenges of bringing out drastic or real changes to eventually improve the Standard English among the undergraduates and enhance their critical thinking.

Somewhat similar to this study is the belief that creating an educational system that promotes life-long learning will generate graduates who are flexible to meet the demands of the global job market. He reiterated that to establish such goal, the university authority need to re-evaluate the effectiveness of the present curriculum and teaching practice, particularly those pertaining to the teaching and learning of the English and development of critical thinking.

In the same way, this particular study conducted in Malaysia is parallel to the goal of the K-12 curriculum which is at its early stage in the Philippines. This research done in Malaysia by Rashid and Hashim (2008) is also comparable to the participants of this study who are adept in Science and Mathematics because the end product was tried out for one quarter to the ESEP (Education in Science and Engineering Program) students. They are more adept in logical-mathematical abilities but they are not that linguistically competent.

With hindsight from Lai (2011), explicit instruction in critical thinking needs to be incorporated in the curriculum. This instruction could be stand-alone course, is imparted through subject-matter content or both. Since the K-12 is a student-centered curriculum, along with the constructive approaches that place the students at the center of the learning process, collaborative learning methods have the potential to stimulate the students' cognitive learning even as teachers must exhibit critical thoughts in their instruction and deliver concrete examples to establish students' perception on critical thinking.

In addition, Innocencio (2004) used descriptive research in suggesting activities which are literature-based for developing critical thinking skills in the secondary level. She further noted that by varying instructional activities, the teaching and learning process enhanced the critical thinking skills of the students.

It is similar to this present study because some of the activities deal on topics in literature. The present research also agrees with the findings of Innocencio (2004) that substantial questions are very important in exercising the critical thoughts of the learners.

Further, Lopez (2004) conducted a very comprehensive research on critical thinking instructional materials developed and validated for the freshmen college students. It described the specific details how the Critical Thinking (CT) Infusion materials were developed and structured with the help of critical thinking researchers Ennis (2010) and Swartz (1998) who willingly shared their material to Lopez (2004). The said materials had undergone an arduous task of interviewing, giving out questionnaires, administering a CT essay test as pre- and post-test with five other professors who acted as validators of the materials. They all strongly agreed that the materials are useful and relevant for the improvement of the communication skills and enhancement of the critical thinking skills of the learners. This was further supported by the result of the assessment procedures which showed that the level of students' performance increased using the CT Infusion materials. The instructional materials used in this study established the concept of critical thinking and awareness of social issues among its participants.

The present study is comparable in terms of the topics of the materials developed, but the present study was more on collaborative task sheets and teaching guide sheets for a more enriched teaching and learning process. An assessment procedure was also employed to identify the critical thinking skills that need to be developed, which was identified through test results.

Sacaguing (2006) also developed literature-based instructional materials which enriched the reading skills of the freshmen college students. The literary selections were carefully chosen in accordance with the universal theme. She cited some factors which played significant role in language learning like the classroom activities, teacher's style, content/subject matter, students' absences and attendance, learning style, method approach, social studies, and educational foundation.

Similar to the study of Sacaguing (2006), some reading selections were utilized in this present study which provided a springboard for varying activities allowing students to engage collaboratively and to think critically.

The descriptive method was also used by Pastro (2008) in incorporating elements of critical thinking materials to enhance the students' communicative competence. As was mentioned earlier, she stressed that there were still a lot of critical thinking skills which the students need to develop. She added that the instructional materials were communicative tasks that encourage the learners and add linguistic value to the textbook and classroom.

This present study is similar to Pastro's (2008) instructional materials that aimed to improve the communication skills of the learners, although in this particular study students' communication skills were partly developed in a collaborative thinking context.

More recently, Duron (2008) found out that the literature-based instructional materials can be of great help in developing the critical thinking skills of college students, which the present study also focused on: analyzing, explaining, visualizing, recognizing, discussing, deducing, determining, asking, critiquing and identifying. He further stated that the materials were viable and practical for college teaching especially if the instructor has substantive concept of critical thinking. But both Duron (2008) and Sacaguing (2006) agreed that students are more comfortable in using their first language in using their critical thoughts, which was quite contrary to the target language of the present study because English was the focus language.

This present study is similar to Duron's (2008) and Sacaguing's (2006) for they used literature in enhancing the critical thinking skills of the learners. There are literature-based activities which were used in this study but the main product is a collaborative context whereby each was utilized for engagement in collaboration and thinking skill.

CHAPTER 3

RESEARCH METHODS

This portion provides summary of the research process in critical thinking and the methods in planning the collaborative sheets for developing the critical thinking skills.

3.1 Research Design

The researcher used descriptive design in this study. The main objective in utilizing this method is to describe the integration and/or utilization of collaborative tasks in supporting instruction for critical thinking skills.

3. 2 Participants of the Study

For expert validators, 6 Grade 8 English teachers were interviewed as regards their comments and suggestions in the teaching guide sheets and collaborative task sheets. The interview focused on language, content, objectives, and collaboration activities.

For the identification of least mastered skills, the results of first and second periodic tests in English 8 were analyzed. A total of 1240 from 32 sections of Lagro High School took the exam and the first four items on critical thinking with the most number of errors were selected as the topics of the collaborative task sheets.

For student validators, however, only 127 sophomores who belong to the three sections handled by the researcher were chosen out of 1420. Since these classes were directly handled by the researcher, they were selected based on accessibility and availability of the students.

All in all, 3 classes served as student validators of the study: 2 sections in ESEP (Education for Science and Engineering Program) and 1 regular class. 45 of them are male and 82 are female totalling to 127 validators.

3.3 Instruments

3.3.1 Written Examinations

The two periodic exams were used to identify the least mastered critical thinking skills. The First Periodic Test had 50 items with the following skills listed as shown in Table 1.

Table 1 shows the skills in the First Periodic Test

Table 1. List of Skills in the First Periodic Test

	Skill	No. of Items
A.	Study Skills	5
B.	Literary Skills	7
C.	Comprehension Skills	23
D.	Language Skills	10
E.	Writing Skills	5
	Total	50

The second exam was divided into different skills as shown in the following table.

The Second Periodic Test had 50 items with following skills as shown in Table 2.

Table 2 shows the skills in the First Periodic Test

Table 2. List of Skills in the Second Periodic Test

	Skill	No. of Items
A.	Comprehension Skills	10
B.	Writing Skills	5
C.	Comprehension Skills	13
D.	Language Skills	10
E.	Writing Skills	12
	Total	50

3.3.2. Evaluation Form

Another instrument was the validation form as guide for interview. It was used to record the responses of the expert and student validators as they gave comments, suggestions, and recommendations for revision.

Using the validation form as guide, an interview was conducted to explain responses and to confirm answers given in the form.

3.4 Data Gathering Procedure

3.4.1 Planning

1.) Initially, the researcher made a thorough review of the learning competencies of Grade 8 English and examined those lessons or topics that would mostly entail the use of students' critical thoughts.

2.) The First and Second Periodic Examination were administered.

3.) The papers were checked to determine the skills where students did not do well as revealed by their wrong answers. An item analysis was conducted to get the frequency of errors. The 10 items with the most number of errors were ranked from 1 to 10. Although there were 50 items in the first and second exams, the consolidated test result in Grade 8 English to be submitted to Division of City Schools of Quezon City only required 10 least mastered skills.

4.) After the item analysis, the top ten least mastered skills were identified. After which, these were chosen as possible topics of the task sheets.

Based on the First Periodic Tests, some least mastered skills that involve critical thinking were paraphrasing, making implications, inferring character traits and identifying author's purpose. However, the top ten least mastered skills in the Second Periodic Test were only on language skills. The top ten least mastered skills in the Second Periodic Test were not included in this study since these skills did not cover critical thinking.

3.5 Development

A. Collaborative Task Sheets (CTS)

CTS are intended for students' use as they work with a partner or in a group. These can be used as support instructional material before, during, or after the lesson.

In this phase the instructional materials for collaborative tasks were collected, selected, and adapted. The researcher evaluated and prepared the scope and sequence of the lessons of Grade 8 English before designing the task sheets. Twenty suggested activities were compiled that focused on collaborative tasks for lessons in the Third and Fourth quarters. There were 10 collaborative task sheets for the Third Grading and another 10 collaborative sheets for the Fourth Grading. The parts of the CTS and their specific functions are shown on the Table 3.

Table 3 presents the parts of and functions of the collaborative task sheets.

Table 3. Parts and Purpose of the Collaborative Task Sheets (CTS)

2.

	Parts of CTS	Purpose
1	Title	It provides the scope of the specific activity.
2	Topic	It shows the topic or lesson covered for the day/s. This may include any of the following skills; listening ,reading, speaking, writing or viewing.
3	Procedure	It describes in detail the process in carrying out the task.
4	Collaborative Group Data	It includes the name(s) of the leader, secretary and the members in the group for the teacher to evaluate the individual contribution of each member of the group. The grade and section must also be indicated. The date of task when the activity is being processed must also be written.

Each task sheet has made use of simple language for students to carry out the task with a partner, small group or with a big group. Each has the title of the activity and the subject matter covered. It specifically enumerates the step-by-step process on how the students will process the activities. The procedure is easy to understand for the task itself deals in higher order thinking skills. The task sheet is carefully planned in a way that students can organize their ideas to deliberately

think deeply. A lot of published materials such as modules, teaching guide and books have been the sources of relevant information for this study. Accessing the internet is also a useful source in adapting and creating the collaborative task sheet. Some modifications of the activities have been made so that they would be done in groups or with their peers. They are also generated in such a way that the presentation is made creative so it would arouse the student's interest in carrying out the task.

At the bottom part of each task, the name(s) of the leader, secretary, and the members in the group for the teacher to evaluate the individual contribution of each member of the group. The grade and section must also be indicated. The date of task when the activity is being processed must also be written. These details are necessary in designation of the specific role and maximum participation of the learners. Moreover, these can also be used in assessing the performance of each member of the group.

B. Teaching Guide Sheets (TGS)

TGS are complementary guide sheets are intended for teacher's use that serve as a guide in the implementation of the collaborative task sheets. That is to say that while students use CTS, teachers are guided by the TGS.

The parts and functions of the TGS are shown in Table 4.

Table 4 presents the parts of and functions of the collaborative task sheets.

Table 4. Parts and Purpose of the Teaching Guide Sheets (TGS)

	Parts of TGS	Purpose
1	Topic	It shows the topic or lesson covered for the day/s. This may include any of the following skills; listening, reading, speaking, writing or viewing.
2	Collaborative task(s)/Function	It specifies the type collaborative work that is intended for the particular task. Each task could be done in pairs, triads, small groups and big groups.
3	Thinking skill/s	It identifies the specific skill that can be developed in carrying out the task sheet.
4	Objective/s.	It refers to the desired results for each activity.
5	Procedure	It explains how each activity should be carried out. It describes in detail the process in carrying out the task.
6	Implementation	It indicates in each task sheet it would be implemented before, during or after the presentation of the lesson.

The teaching guide sheets were designed for the teachers to align their objectives with that of their students' background and cultural orientation. The teacher's guide includes the subject matter or topic to be discussed. The collaborative task or function specifies the number of members in a group. It identifies the thinking skills to be attained at the end of the activity. The objectives of the activity are also stated so teachers would

be oriented in the task carried out by the students. The type of activity is also indicated to determine what part of the lesson it is to be utilized and the language task involved. There is a sample so that teachers would have an idea of how it is answered and what answers does the teacher expect from the groups.

Primarily, indicated in each task sheet is the information if this would be implemented before, during or after the presentation of the lesson. There are times when a particular activity is introduced as a pre reading or pre listening activity. Some activities are accomplished during a peer or group interview and/or group reading or collaborative writing. Other tasks sheets are employed after reading or post listening activity. The tasks are distributed according to type of activity as per indicated in each task sheet. Even though the tasks are student-centered, the teacher ensures that the tasks are properly designated to each member and that each member of the group will maximize his/her participation. The teacher is made available for further questions or clarifications that the groups may have on the task given.

Furthermore, the thinking skills required served as an important component of the TGS. The table shows the learning competencies and the thinking skills to develop. The thinking skill is the critical thinking skill that students may develop based on the learning competencies for each lesson. Hence they formed part of the TGS.

The learning competencies and the thinking skills for Quarter 3 are presented in Table 5. (Please see Appendix A for the Competencies in Quarter 3)

Most of the domains in Unit 1, Quarter 3 were covered for the thinking skills to be developed involve skills which entails deeper understanding and more analysis of the idea and issues of Korean literature. An assessment of the intended meaning of the speaker needs careful evaluation. Reasoning skills will be applied when the speaker asserts emotional reactions in giving justifications.

Details of the learning competencies and thinking skills in Lesson 2, Quarter 3 are indicated in Table 6. (Please see Appendix B for learning competencies in Quarter 3)

Evaluative skills are honed when speakers take a stand, make an assumption, predict an outcome, and assess one's identity in relation to Afro-Asian literature. A good critical thinker knows how to paraphrase and translate some selections in Burmese literature to avoid issues in communication. Eventually, decision-making and problem-solving will be enhanced.

The list of learning competencies in Lesson 3, Quarter 3 can be found in Table 7. (Please see Appendix C for the learning competencies in Lesson 3)

The two most important thinking skills in the last part of Quarter 3 are evaluating and reasoning. These two skills encourage the students to analyze

thoroughly the literature of Arabia and Israel. These skills can be sharpened in giving feedback and expressing an opinion objectively.

The lessons in Lesson 1, Quarter 4 and their corresponding competencies and thinking skills were enumerated in Table 8. (Please see Appendix D for the learning competencies in Lesson 3)

Achieving fluency, unity, and coherence in written outputs involved deeper analysis. Writing allowed further reasoning in transactional and interactional functions of the language. Even though, there were no CTS and TS that were developed in this study on grammar awareness and structure, these two were incorporated in the other domains especially in writing. They were important in obtaining critical thinking skills.

3.6 Validation

1. Expert Validation

In this phase, the designed instructional materials had undergone careful evaluation from six Grade 8 Teachers of Lagro High School.

They were interviewed on language, objective, and content of the task sheets. Their comments were recorded and later used for preliminary revision. Their comments and suggestions were significant in editing and revising the task sheets.

2. Primary Revision

The feedback of the Grade 8 teachers were summarized and taken into account in revising the collaborative task sheet and teacher's guide sheet.

3. Initial use of the Collaborative Task Sheets (CTS)

After the initial editing, the CTS were utilized in the classroom for 2 months in the Third Grading Period. It was started in the second week of October 2013 to second week of December 2013. During the English period, the researcher used the CTS in her classes for 60 minutes, totalling to 15 meetings.

4. Students' Evaluation

The students were interviewed by the researcher in a small group after the collaborative sheets were employed in the Third quarter. The interview was about precision of the language used, the attainment of the objective/s and relevance of the content. The students' comments were gathered and taken into consideration in revising the task sheets. The same validation used by the teachers were given to the students for comments and suggestions.

5. Retrieval of the Validation sheets

Once the instrument was retrieved, the responses were tabulated and interpreted for the discussion of results. The students were asked to write their comments. The results of the evaluation sheets were tallied. The comments given

by the students guided the researcher in revising the collaborative task sheets.

3.6 Revision

The students' comments and suggestions on CTS were reviewed and were incorporated where justified to restructure the CTS, after which they were printed for final submission and approval.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the data gathered, their analysis and interpretation.

Critical thinking skill is one of the most important skills which learners need to improve in the K-12 curriculum for it is considered a life-long skill. Learners are often engaged in analysis or evaluation of a certain idea. However, they are having difficulty in dealing with high order level thinking both in oral and written performance. On the other hand, materials in collaborative learning are prevalent for this kind of learning provides meaningful experience to the students. Though these types of activities maximize students' learning and that of their peers, these are sometimes taken for granted. In response to this predicament, the researcher designed some collaborative task sheets that would assist students in the process of developing not only the critical thinking skills but also their language skills and social skills as well.

Least Mastered Skills

As mentioned in the previous chapter, almost 1240 students took the examination.

Based on the test results in the First and Second quarters, the top ten least mastered skills were identified by the frequency of errors. As shown in the following table, the least mastered skills require the use of the students' critical thinking skills. The most number of errors in the Second Period Test were the language skills but still students got the most number of errors in sequencing events, organizing details and correct usage of conjunctions. It can be inferred that their critical thinking skills are more inadequate than the language skills.

Table 9 contains the top ten least mastered skills in the first periodic test

Table 9. Least Mastered Skills in First Periodic Test

	Item no.	No. of Errors	Least Mastered Skills
1	19	990	*Paraphrasing
2	24	962	*Making implications
3	31	956	Using the correct idiom
4	4	928	Identifying references
5	11	910	*Identifying author's purpose
6	2	897	Recognizing word meaning through stress
7	6	896	*Inferring character traits
8	49	894	Revising sentence construction
9	1	890	Identifying prosodic features
10	12	872	Noting details In the essay

*Competencies on critical thinking skills

Paraphrasing had the highest number of errors of 990 that is why it was ranked as the first least mastered skill. Researcher such as Partnership in Education (2006) and

Pastro (2008) identified paraphrasing as a critical thinking for it is means of interpreting information. The students need to analyze the meaning of the message or idea in their own words. Most students have deficiency in the language facility due to many factors like lack of exposure in the use of English language, few materials and facilities to enhance their vocabulary.

The second least mastered critical thinking skill was making implications recorded with 962 errors. Making implications entails the use of evaluative skills that are necessary for they have to choose an option for their stand on an issue or decision. A well-cultivated thinker recognizes and weighs as need arises based on assumptions, implications, and practical consequences; Paul and Elder (2010). There were a lot of things to evaluate when making implications. In a written exam, time is limited so learners need to be good in assessment. Making implications is also making conclusion but not explicitly stated in the text. Hence, students need to evaluate objectively and to make decisions to come up with inferences.

Ranked third of the least mastered skill was identifying author's purpose. This skill involved defending a reasonable position regarding a belief as can classified in the list of Ennis (2010). Cultural, historical or even the family background of the author was to be considered in identifying the author's purpose. But in examinations these information were not provided so students must be good in analyzing details.

The last and fourth least mastered skill with 896 errors was inferring character traits and considered not learned. Paul and Elder (2010) characterized critical thinker

when using abstract ideas to interpret it effectively comes to come up with reasonable conclusions. Students need to develop their skill in making inferences about the traits of a character for they have to decipher its characteristic based on what the character does or says.

The others on the list were language skills which the students also need to improve. However, the critical thinking skills were the focus of this study. These least mastered skills encompassed critical thinking skills which were reasoning, evaluating, decision-making and problem solving.

Collaborative Task Sheets (CTS)

The 20 collaborative task sheets (CTS) were designed for Grade 8 students. 10 of these were intended for the Quarter 3 and another 10 for Quarter 4.

(Please see Appendix E for the collaborative task sheets developed).

Teaching Guide Sheets (TGS)

In addition, 20 teaching guide sheets (TGS) were developed as part of this study. To match each collaborative task sheet, the same number of teaching guide sheets was produced. (Please refer to Appendix F for the teaching guide sheets developed)

Teacher Validation of the Teaching Guide Sheet (TGS)

All the six Grade 8 English teachers found the TGS useful in the classroom. But those who were handling the high risk students said that their set of students cannot answer the task sheet for its complexity. They also noted that some of the instructions were long and a bit confusing for the learners. So the procedures were rewritten in a simple and clear manner. Language used plays an important part in the processing of the task. Learners need to understand the steps clearly to actualize the task.

As mentioned by the expert validators, the objectives identified were attainable. As a result, the teaching guide sheet had been incorporated with the collaborative task sheet. The collaborative context was the medium in which the students work on group task while improving their language skills. The activities exposed learners in various forms that entail listening, speaking, reading, viewing, and writing. This would further enhance their competency in using the English language in communicating with others while completing the group activity whether the same task or differentiated group tasks for diverse groups. However, some of the teachers observed that there is a possibility that there will be students who would not exert too much effort. They had the possibility to depend on their leaders to do all the work. Hence, teachers should still see to it that all the members of the group work together by keeping an ideal size of the group depending on the type of task. In this way, the roles should also vary so some of them would be given a chance to hone their decision making and problem solving skills especially if they were assigned as the leader of the group.

The Grade 8 English teachers also agreed that the content of the task sheets were substantial enough and ensure the improvement of the critical thinking skills. For this reason, careful deliberation on the topics and domains were considered so that a specific collaborative activity was suited for the learners enabling them to think critically. Variation of tasks was modified depending on the needs of the students. Instructional materials that necessitate joint effort from its members need to be in various forms so learners would enjoy working on each without thinking of the demands of the complexity of the material. The task sheets that were collaborative in nature when used in the classroom provides a less threatening environment for the learners where the teacher acts as facilitator that gives the students more time to interact with a partner, small group or a big group. The tasks were made more authentic for the students wherein they can maximize their talk time that would eventually develop their skills in listening and speaking skills. While some of the tasks that entail the viewing or reading skills of the learners, the end product of their work is still joint effort of the members of the class. Writing was also one of the target skills that the learners have tried to work with their peers. The students were able to carry out the activities in the task sheets that involve analyzing, reasoning, evaluating, problem solving and decision making.

Teachers' Validation of Collaborative Task Sheet (CTS)

To prove validity of the collaborative task sheets was also one of the goals in this study. Since the materials are to be utilized in English 8, the Grade 8 teachers used the

validation form and were interviewed to explain their answers to the form. The comments and suggestions for each collaborative task sheet were gathered. The summarized form is presented on Table 10.

Table 10 presents the comments and suggestions of teacher validators as experts in the discipline.

Table 10. Comments and Suggestions of the Expert Validators

Topic	Positive Points	Suggestions for Improvement
1. Between You and Me	Students can justify their answers and discuss them with a partner.	Simplify the language to be used in the instructions.
2. Two Heads are Better than One	Character analysis will be supported with evidences	Use different characters for analysis in each group.
3. Let's Watch Together	Students would be very eager to watch videos presented.	Use different videos for evaluation.
4. Fishbowl Debate	Reasoning and decision-making were addressed	Specify the roles and their functions clearly.
5. Let's Make This Work	Problem-solving skills will be tapped.	Include motivation as one of the steps so students share their own problems with the group.
6. We Salute You	Various activities will be presented and multiple intelligences will be catered.	Provide an assessment rubric for group evaluation.
7. Circle of Wonder	Every group member has the chance to speak up.	Write follow-up questions that deal with critical thinking.
8. Story of Five	Ideas about marriage customs in Israel can be inferred.	Add some more items about the marriage customs of the Israelites.
9. Ali baba and the Sixty Queries	Learners can develop their art of questioning.	Questions should be checked before presentation.

10. Facebooking	Learners can enjoy this activity and still use their higher order thinking skill.	Change the title of Nel-book to Facebooking.
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On the first topic, “Between You and Me”, six English teachers observed that students defended their answers while supporting them with their explanations with their partner. However they commented that the instructions must be simplified. Instructions are very essential part of the collaborative task sheet that is why these must be clear and precise.

On the topic “Two Heads are Better than One”, their assessment of the characters was supported by evidences from the text. But two teachers suggested that the other characters must also have an analysis. Describing characters’ trait is a critical thinking skill as mentioned by King in 2001. Further, supporting it with proofs and explaining them also part of the task.

All of the teachers commented that on the topic “Let’s Watch a Video Together”, all the learners expressed eagerness to watch the videos. Nevertheless, two teachers suggested using the K-POP music videos because of their popularity at the time.

Reasoning and decision-making were addressed in “Fishbowl Debate” as were agreed upon by the all the expert validators. Although they remarked that the roles and functions must be specified clearly.

In “Let’s Make This Work” task sheet, five teachers stated that students can practice their problem-solving skills. They said that some students were hesitant to share

their problems to the group so they suggested that motivation should be included in the instruction. In this way students will be more at ease to share their problems.

Various types of activities were presented in the task sheet, “We Salute You” that may tap the multiple intelligences of the students. Three teachers recommended that an assessment rubric must be made doing an evaluation of the work of other groups. Every member will be given an opportunity to answer one question according to five teachers.

In the “Circle of Wonder”, learners were given an opportunity to answer one question. However, according to three teachers follow-up questions must be asked to improve the students’ critical thinking skills.

Four teachers said that the marriage customs of the Israelites can be concluded with the statements given in the task sheet, “Story of Five”. However, they also endorsed that more items should be added for students’ evaluation.

According to all the expert validators, art of questioning is a good way to develop in “Ali Baba and Sixty Queries.” Nonetheless, these questions must be checked by the teachers before presenting them to the other. This specific thinking skill was supported by Ennis in 2010 and Elder in 2008 that a critical thinker formulates vital questions.

The last task sheet was the favourite of the students as confirmed by all the teachers. The learners enjoyed the activity for they were all familiar with it but this time it is done with the other members of the group. Instead of “Nel-book”, one of the teachers

suggested that the title of the task is “Facebooking.” Since a good title of the task can be a good stimulator for the students.

These observations and suggestions had gone through careful deliberation in the preliminary revision of the task sheets.

Student Validation

After employing the CTS in the classroom, a small group interview was conducted with the Grade 8 student validators. In the three classes, there were 6 to 8 groups. In the 2 ESEP sections with 36 and 37 students, had 6 groups and the Narra section with 50 students had 8 groups; totalling to 20 groups that were interviewed. The 127 participants who utilized the CTS in the third quarter had the following comments and suggestions through a taped interview. They were also asked to write their observations and insights on the given task. These were all gathered and summarized.

The comments and suggestions of the students were summarized Table 11.

Table 11 presents the comments and suggestions of student validators.

Table 11. Comments and Suggestions of the Student Validators

Topic	Positive Points	Suggestions for Improvement
1. Between You and Me	This task gave them ideas on how to cope with cultural differences in our society.	None
2. Two Heads are Better than One	Their brainstorming with the members was helpful in coming up with the justifications.	None
3. Let's Watch Together	The videos were interesting for them.	None
4. Fishbowl Debate	Roles were specified.	None
5. Let's Make This Work	They were able share their real life problems and suggest possible solutions.	Make the group smaller.
6. We Salute You	The activities were interesting and tapped their multiple intelligences.	None
7. Circle of Wonder	The members of the group were able to share their answers.	None
8. Story of Five	The selection is enriched with values that students can ponder on.	None
9. Ali baba and the Sixty Queries	They were free to ask appropriate questions based on the text and evaluate the answers given.	None
10. Facebooking	They were able to express their ideas and add personal views.	None

The Grade 8 students said that the first task, “Between You and Me”, widen their perspective about coping with the society with cultural differences. According to 12 groups, this task was very significant here in the Philippines, where our country can be considered as a boiling pot of many cultures. Some of them were not assertive in conveying their own judgment or beliefs contrary with that of the Koreans.

In “Two Heads are Better than One”, 17 groups commented that coming up with proofs supporting the characteristics of each character became easier for they were grouped into five. Each group came up with their own explanations grounded on the description they gave on the characters.

Students were easily interested once the video was presented to each group in “Let’s Watch Together.” The questions based on the video let them express their ideas and opinions freely. This task activated their analyzing, reasoning and evaluating skills according to 13 groups.

The same is true in the “Fishbowl Debate.” The skills in the previous task were also practiced. According to 16 groups, they were able assumed the roles assigned to them and did their best to defend their answers.

The fifth task is “Let’s Make This Work”, they were able to assess the life of Aung San Kyi and how she dealt with them. This became a springboard for them to share their own problems and present possible solutions. Since 15 groups said that they were

not comfortable in sharing their problems in a big group, the members of the group were trimmed down to three members instead of six. Their problem solving skill was improved in this particular task. They were able to figure out the resolutions to complicated real life problem as presented to them by the other members of the group. This is one of the characteristics of a cultivated thinker. (Paul and Elder, 2010; Ennis, 2010)

Their multiple intelligences were triggered in “We Salute You” task sheet. 19 groups found the activities very interesting. They were eager with the fact that they had to evaluate another group based on the given rubric. In this manner, analysis of pertinent ideas against criteria and standards according to Paul and Elder (2010) was also one of characteristics of a critical thinker. 14 groups stated that they were able to contribute their answers in the Story of Five. They were also able to compare the marriage of customs of the Israelites and the Filipinos. Evaluating and comparing their answers to the other members were also good in helping them to analyze the statements.

Students expressed their interest on the task “Ali Baba and the Sixty Queries” for they formulated their own questions according to the comments of 18 groups. Some other members were helpful in reviewing the questions. As claimed by Paul and Elder (2010) and Ennis (2010), when learners formulate vital questions clearly and precisely, they can be considered as well-cultivated thinkers.

All the 20 groups agreed that their favourite activity was the last task sheet in Quarter 3 about the “Facebooking” for it is very similar to the popular Facebook which was very common among them and which really captured their interest. The difference

was that they were to create a Facebook account, timeline, fan page or wall by group which made them more eager to accomplish the task.

The students only had one suggestion in Task no. 6, “We Salute You” because some of them were hesitant to state their problem in a big group. The number of members was adjusted.

It can be analyzed that the rest of the task sheets were comprehensible for them for they did not have any more suggestions in the nine other task sheets they employed in the classroom in the Third Grading Period.

Furthermore, their socialization was also being enhanced in the process of accomplishing the task sheets. Thus, learners believed that they were able to express themselves without anxiety. They felt comfortable in performing the task with their peers. They assumed a chance to hone their decision-making or problem-solving skills when asked to explain their analysis or evaluation of a certain topic.

Final Revision of the Teaching Guide Sheets (TGS)

The activities in the TGS were also adjusted based on the observations of some Grade 8 English teachers who employed the collaborative task sheets in their classroom. Consequently, the TGS were adjusted according to the CTS. Moreover, they also believed in the endeavour of this research that supplementary instructional materials such as the collaborative task sheets were necessary in enhancing the critical thoughts of the learners.

Final Revision of the Collaborative Task Sheets

Based on preceding observations, the collaborative task sheets were finalized. The comments and suggestions made by the teachers and students were deemed suitable upon finalizing the CTS.

To sum up, these collaborative task sheets that were presented in this study were somehow different to them because before they would only be given different activities with no clear procedure on how to do it. But the product of this study made language simpler so students know how to carry out the task even if the intellectual aspect is substantial. They found most of the tasks beneficial to their learning because they learn from one another while enhancing their critical thinking skills in the process. More importantly, it has given them a new perspective in learning besides the traditional one.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the findings, conclusions and recommendations of the study.

FINDINGS

The study arrived at the following findings based on the data gathered, analyzed and interpreted.

The least mastered skills identified were paraphrasing, making implications, identifying the author's purpose and inferring character traits. It only showed that Grade 8 students were not yet ready with the critical thinking activities intended for their level. Its effect was that they cannot do well in their academics. With these, the students' educational performance will be greatly affected by their lack of skills in analyzing, reasoning, evaluating, decision-making and problem-solving which were basic critical thinking skills. Students experience difficulty in accomplishing the task since

critical thinking skills were not fully developed at an early stage. Moreover, they do not have enough facility of the English language.

The collaborative task sheets (CTS) and teaching guide sheets (TGS) were found acceptable by the Grade 8 teachers and students. The teachers were motivated to use these instructional materials to improve the critical thinking skills of their students. They found out that CTS could be an innovation which would be useful in teaching. They acknowledged the creativity and significance of the collaborative task sheets for their students' development of higher thinking skills. Furthermore, the practicality of the teaching guide sheets in preparation and presentation of the instructional materials were recognized.

As expert validators, the teachers noted the congruency of the collaborative task sheets in training the learners to practice their critical thinking skills. The adaptability of the instructional materials was considered in the revision of the task sheets to suit the needs and interests of their clienteles. Students as respondents and validators of this study conveyed positive response in the implementation of the task sheets. Accordingly the nature of collaboration was a major factor in accomplishing the task which encouraged them to think more profoundly. Consequently, they found a new perspective in improving their critical thinking skills while increasing their fluency in the English language.

More importantly, learners were exposed to different kinds of activities which require them to think critically. This research was supported by constructivist theory which asserted that learning is focused on overall and not in isolated concepts. Students relied on experiences to develop meaningful connections between topics thus developing higher level thinking skills. Teachers were not just lecturers but also facilitators, guiding student understanding by providing learning experiences in the classroom. Instructional materials such as collaborative task sheets may help teachers in providing enough stimuli to sharpen the students' critical thinking skills and finding its significance in their lives.

CONCLUSIONS

On the basis of the least mastered critical thinking skills it can be concluded that sophomore students were not proficient in paraphrasing, making implications, identifying the author's purpose and inferring character traits. The classroom teacher observed that students lack skills in analyzing, reasoning, evaluating, problem-solving and decision-making. They have a lot of ideas in mind but experience a lot of difficulty in communicating with others using the English language. They are also not adept in organizing their ideas. Thus learners must be trained to practice their critical thinking skills and abilities. They should be exposed to a lot of activities that entail the use of their higher order thinking skills.

Critical thinking skills must be determined and introduced at an early age at home and school. Thus, children should be encouraged to be open-minded and inquisitive as important characteristics of a critical thinker. Above all, it is necessary that at an early age, children should be good in asking questions and reasoning as well. Students must be able to identify their strengths and weaknesses as an adolescent. Both parents and teachers should motivate children to ask questions and evaluate their own actions. They should also be given options and a chance to explain their choices. These would make them ready to socialize and to interact with people. Critical thinking should not be introduced to junior high school. Rather, make it a part of the children's daily life. Adolescents like Grade 8 students should already possess critical thinking skills and sharpen them better while working with their peers.

The instructional materials presented have undergone several stages namely; planning stage, development stage, validation stage and revision stage. There were (20) collaborative task sheets presented in this study. For each of this task sheet had a corresponding teaching guide sheet intended for the teachers. Some of the existing activities in the modules were modified to make it collaborative and to tap the higher order thinking skills.

By developing collaborative task sheets, students had a chance to improve their higher order thinking skills. Rochester Institute of Technology (2010) and Breda and Dawydiak (2008) emphasized that one of the most important benefits of collaboration was to promote critical thinking. A lot of materials and activities were used in

collaborative learning but only few resources were used in improvement of critical thinking. But the demands to improve these skills were high. Therefore, materials development was a crucial aspect in creating tasks which were collaborative and at the same time respond to the need of developing higher thinking skills. The benefits and needs of the students were taken into consideration in producing the task sheets. Variation in teaching strategies or innovations must be considered to integrate the best practices in collaboration with critical thinking. The teaching guide sheets were also created so teachers will be directed to the objectives and proper implementation of the task.

To achieve the best results in task development, the comments of the expert validators and student validators were deliberated. It was necessary that their suggestions were considered for the revision of the instructional materials being developed. The basis for validation of the task was the following: language used must be precise and clear, objectives must be aligned with the thinking skills and content must be relevant to the subject matter.

RECOMMENDATIONS

The researcher presents the following recommendations:

For the teachers:

- 1.) Administer written and oral assessment to supplement or strengthen the identification of the least mastered skills of the students.

- 2.) Evaluate the needs and interests of the learners in preparing materials to keep their motivation high.
- 3.) Employ varied types of activities and strategies regularly to motivate the development of higher thinking skills of every learner.
- 4.) Use the instructional materials employed by the researcher in this study and adjust them according to subject matter and type of learners.
- 5.) Create parallel materials and activities that could help develop the higher order thinking skills of their clienteles.
- 6.) Develop the critical thinking skills of the students in other content areas.
- 7.) Join workshops and trainings on developing critical thinking skills of oneself.

For the curriculum planners:

- 1.) Develop holistic language assessment tests to identify the least mastered critical thinking skills of the students.
- 2.) Consider collaborative learning in preparation of instructional materials that deal with higher order thinking skills.
- 3.) Provide sufficient materials like the end product of this study which are collaborative task sheets and teaching guide sheets.
- 4.) Conduct seminars and trainings for teachers in enhancing their critical thinking skills for their professional and personal growth.

For administrators:

- 1.) Recognize the ideas and suggestions of teachers and curriculum writers in different subject areas on the production and utilization of the materials that are deemed effective in developing the critical thinking skills of the students.
- 2.) Support the teachers and students in their endeavors to sustain the task.
- 3.) Provide assistance to teachers who are eager to attend seminars.
- 4.)

For researchers:

1. Use other content areas to determine the effect of collaborative task sheets on critical thinking.
2. Include quantitative and inferential statistics in analyzing data gathered.

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Appendix A

Table 5. Learning Competencies for Quarter 3

Table shows learning competencies and thinking skills in Unit 1.

Unit Theme: Resilience in Embracing Challenges Korean Literature

Learning Competencies	Thinking Skill
1. Determine the person being addressed in an informative talk, the objectives of the speaker and his attitudes towards the issues.	Analyzing Evaluating
2. Use appropriate turn-taking strategies in extended conversations	Reasoning
3. Respond orally to ideas and needs expressed in a face-to-face interview in accordance with the intended meaning of the speaker	Evaluating
4. Express emotional reactions to what was asserted or expressed in a text	Reasoning
5. Expand ideas in well-constructed paragraphs observing cohesion, coherence and appropriate modes development	Analysing

Appendix B

Table 6. Learning Competencies for Quarter 3

Unit Theme: Burmese/ Myanmar Literature-Faith in Times of Challenges

Competencies	Thinking Skill
1. Note clues and links to show the speakers stand and assumption	Evaluating
2. Use communication strategies (paraphrase, translations, and circumlocution) to repair breakdown in communication 3. Use communication strategies (paraphrase, translations, and circumlocution) to repair breakdown in communication	Decision-making Problem solving
4. Note the function of statements as the text unfolds and use it as a basis for predicting what is to follow	Evaluating
5. Assess the Asian and African identity as a reflected in their literature and oneself in the light of what makes one an Asian or African (through the different genres)	Evaluating

Appendix C

Table 7. Learning Competencies for Quarter 3

Unit Theme: The Literature of Arabia and Israel Strength in Facing Challenges and Modernity

Competencies	Thinking Skill
1. Determine the persons being addressed in an informative talk, the objectives of the speaker and his	Analyzing Evaluating
2. Distinguish between facts and opinions	Analyzing
3. Give and respond to feedback on one's paper in the revision process	Analyzing Evaluating
4. Express a different opinion without being difficult	Reasoning

Appendix D

Table 8. Learning Competencies for Quarter 4

Unit Theme: Literature as Communication: Response to Literature

Competencies	Thinking Skill
1. Achieve fluency, unity and coherence in written outputs	Analyzing
Business Communication: Letter of Application	
2. Use the transactional and interactional functions of language in letters of appeal	Reasoning
3. Acquire critical thinking skills essential for evaluation, forming judgment, and making decisions	Analyzing Reasoning Evaluating Decision-making Problem solving
Academic Communication: Writing Annotation	
4. Analyze, choose and synthesize information from varied sources	Analyzing Evaluating
Global Communication: Information Speech	
5. Write meaningful expanded sentences	Analyzing

Appendix E

COLLABORATIVE TASK SHEETS

Quarter 3

Task No.	Title	
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2	Two Heads are Better than One.....	95
3	Let's Watch Together.....	96
4	Fishbowl Debate.....	97
5	Let's Make This Work (Title Page and Rubrics).....	98
6	We Salute You (Task 1).....	99
	We Salute You (Task 1).....	100
	We Salute You (Task 2).....	101
	We Salute You (Task 3).....	102
	We Salute You (Task 4).....	103
	We Salute You (Task 5).....	104
7	Circle of Wonder.....	105
8	Story of Five.....	106

9	Ali baba and the Sixty Queries (Task 1).....	107
	Ali baba and the Sixty Queries (Task 2).....	108
10	Facebooking (Task 1).....	109
	Facebooking (Task 2).....	110
	Facebooking (Task 3).....	111
	Facebooking (Task 4).....	112

COLLABORATIVE TASK SHEETS

Quarter 4

Sheet No.	Title	
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	My Own (Task 2).....	114
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3	Chunking Together.....	116
4	Like or Unlike.....	118
5	Joint Writing.....	119
	Letter Template.....	120
6	Changing Encounter.....	121
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7	Students of Restoration.....	124
8	Princes and I (Title and Rubrics).....	127

	Princes and I (Task 1).....	128
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	Princes and I (Task 3).....	130
	Princes and I (Task 4).....	131
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9	Explore Dubai with Us.....	133
	Explore Dubai with Us.....	134
10	Women’s Desk (Task 1).....	135
	Women’s Desk (Task 1).....	136
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	Women’s Desk (Task 5).....	140

Appendix F
TEACHING GUIDE SHEETS

QUARTER 3

Sheet No.	Title	
1	An Interview with Korean-American on Cultural Differences.....	141
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3	Viral Video Gets Propaganda Treatment.....	143
4	The Governor and the Buddhist.....	144
5	Aung San Suu Kyi.....	145
6	The Country's Good Son.....	146
7	The Wonder Tree.....	147
8	The Story of Ruth.....	148
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10	Nelson Mandela-Short Biography.....	150
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QUARTER 4

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5	Business Communication.....	155
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7	On Sites of Cultural Interchange.....	157
8	The Princes.....	158
9	Dubai-The Most Beautiful City.....	159
10	Women in Black.....	160

Introduction

Collaborative Task Sheets provides the most substantial experience for the development of critical thinking skills of the Grade 8 learners. The fundamentals in analyzing, reasoning, evaluating, decision-making and problem-solving are given emphasis. The activities designed to achieve are uniquely interesting and new in the area of higher order thinking skills. From a wider perspective, the designed collaborative task sheets are specially crafted to suit the needs of a growing learners' concept development of critical thinking which he derives from his peers or members of the group. The learners enhance the importance of using their critical thoughts through the most adequate and appropriate ways presented. The activities are collaborative in nature. Students when engage in collaboration can further enrich their skills in analyzing,

reasoning, evaluation, decision-making and problem-solving. Thus, this may further deepen their critical thoughts and communication abilities.

The teacher will find this collection task sheets indispensable material especially in the lessons necessary in developing the students' critical thinking. Most of the topics are adapted and upgraded to address the need of developing the critical thinking skills of a young adult. The graphics approach is attuned to the present paradigms that the learners actual experiences. The teacher must study the collaborative task sheets and the teaching guide sheets so he/she can make use of the materials to the fullest. A built-in reinforcement checklist is included to monitor the designation of task among its members and evaluation of the task sheets.

CTS 1 Q 3

Title: Between You and Me

Topic: An Interview with a Korean-American on Cultural Differences

Procedure:

- 1 With a partner, read the following statements from the interview. Identify if the statement is a fact or opinion. Put a check (✓) mark on the column of your answer. Discuss your answers with a partner to come up with your justification in the last column.
- 2 Be ready to present your answers to the class with your partner.

	Fact	Opinion	Justification
a Foreigners in Korea behave in a way that respects Korean culture.		✓	
b Many native English teachers go to Korea because of money.			
c It's hard to get proper job in the world now.			
d Native English teachers in Korea show no respect for Koreans and have arrogant attitude.			
e Koreans are strong and warm-hearted.			
f Americans want the Americanization of the world.			
g Americans are Westerners.			
h American ideology is so strong and so hard to change.			
i Some Koreans can speak perfect Korean but can't teach Koreans.			
j Teaching English and speaking English can't be the same construction.			

Name(s): 1. _____ Date: _____
2. _____ Grade & Section: _____

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CTS 2 Q 3

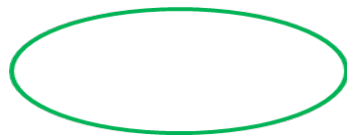
Title: Two Heads are Better than One

Topic: Tale of Ch'unhyang

Procedure:

1. Group yourselves into 5.
2. List as many characteristics that describe the character assign to your group.
3. Decide on the 3 traits that best describe the character. Write the evidences to prove that he/she possesses those traits. You can cite words and/or actions of the characters in the story.
4. Be ready to present your output in class.

Character:



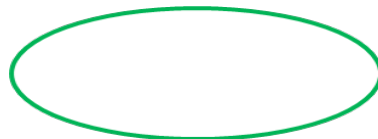
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Name(s): 1. _____ (Leader)

Date: _____

2. _____ (Secretary) Grade &
Section: _____

Members: _____

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CTS 3 Q3

Topic: Let's Watch Together

Topic: Viral Video Gets Propaganda Treatment

Procedure:

1. Form five groups.
2. Watch the music video that will be assigned in your group.
 - "Chitty Chitty Bang Bang" by Lee HyoRi
 - "Wealthy 2nd Generation" by AJOO
 - "Strong Baby" by SeungRi
 - "Turn It Up" by T. O. P.
 - "Why Are You Doing This To Me" by Foxy

3. Discuss you group's answer to the following questions:

1. Some people say the "_____" video is inappropriate, what do you think?

2. What do you think the video means?

3. Do you think you would have watched "_____" if the video hadn't been so controversial?

4. How does the video make you think of the artist/s? Does it affect the way you think of the lyrics?

5. Do you think that someone your age should be able to watch these videos?
Adapted from <http://noisey.vice.com/>

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Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

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CTS 4 Q 3

Title: Fishbowl Debate

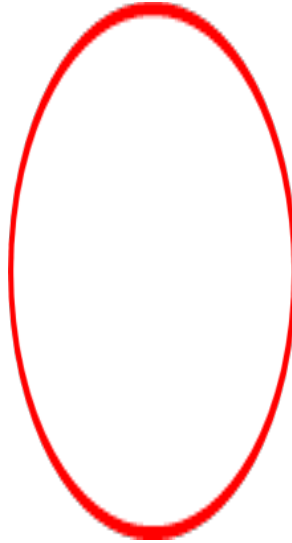
Topic: The Governor and the Buddhist

Procedure:

1. Group yourselves into three.
2. Assume one role on each of the following:
 - Person A: Defends the governor's actions
 - Person B: Decides whose side to take
 - Person C: Opposes the governor's actions

Person A

Agrees that the
governor should
make revenge
against the monks.



Person B

Doesn't agree that
the governor
should make
revenge against
the monks.

3. Have B share and justify his/her decisions to the class.

Name(s): 1. _____ Date: _____
2. _____ Grade & Section: _____
3. _____

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CTS 5 Q 3

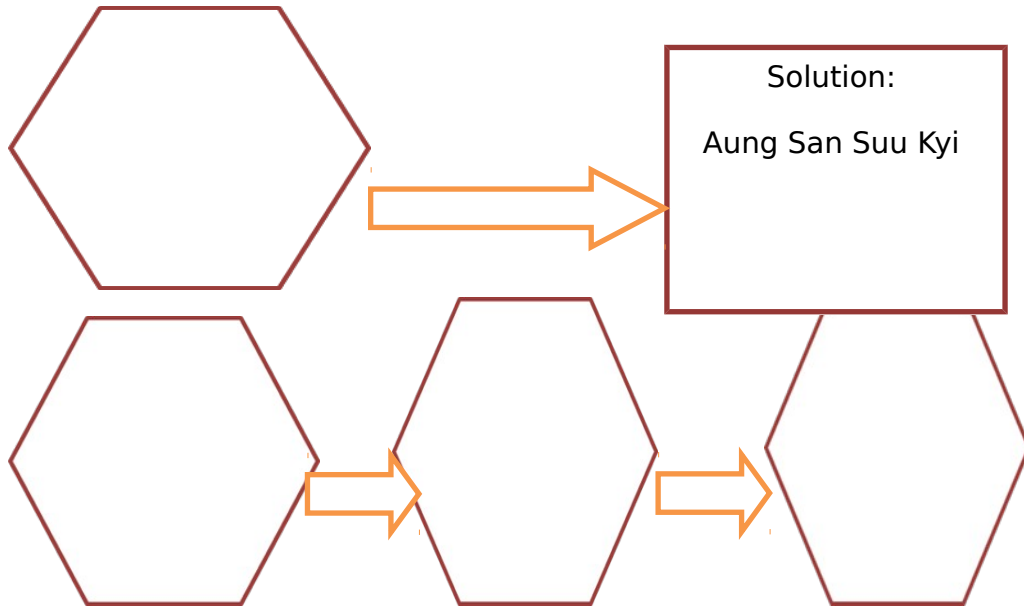
Title: Let's Make This Work!

Topic: Aung San Suu Kyi

Procedure:

1. In a group of three, identify the problems of Aung San Suu Kyi and how she dealt with it.
2. Discuss alternative solutions to the problems you have identified. Write your answers in the shape below.
3. Share your problems you have encountered which are similar to Aung San Suu Kyi's. Using the same procedure, discuss possible alternative solution to those problems.

4. Make sure that you allow all the members of the group share their ideas.



Name(s): 1. _____ Date: _____
2. _____ Grade & Section: _____
3. _____

89

CTS 6 Q 3

Title: We Salute You!

Topic: The Country's Good Son

Procedure:

1. Do the following tasks assigned to your group.

Task 1: Conduct an interview with a soldier or the immediate family member of a soldier in your school. Ask the problems that they encounter and how they deal with them. Prepare a write up on the interview and

Task 2: Write a letter to the Philippine Military Academy and inquire about application for scholarship.

Task 3: Make an analysis of the song "21 Guns" by Green Day. Discuss how its message relation to the story in "The Country's Good Son."

Task 4 : Write a character sketch of a great soldier based on

Task 5: Present a short skit about the epilogue of the story.

2. Critique the output/performance of the group assigned to you. Use the following criteria.

Content.....	40%
Relevance.....	25%
Clarity of Expression.....	15%
Creativity.....	10%
Maximum Participation.....	10%
Total.....	100%

90

CTS 6 Q 3

Title: We Salute You!

Topic: The Country's Good Son

Procedure:

1. Do the following tasks assigned to your group.
2. Be ready to present your output to the class.

Task 1 family Conduct an interview with a soldier or an immediate member or relative soldier in your school. Ask problems that they encounter and how they deal with them. You may use the interview guide below. Come up with relevant

questions that will help you learn and understand the life of a soldier.

Date: _____ Time: _____

Name: _____ Relationship to the soldier: _____

Designation: _____ Place of Designation_____

Interviewer: _____

Interviewee: _____

Interviewer: _____

Interviewee: _____

Interviewer: _____

Interviewee: _____

Interviewer: _____

Interviewee: _____

Interviewer: _____

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____
Members: _____

CTS 6 Q 3

Title: We Salute You!

Topic: The Country's Good Son

Procedure:

1. Do the following task assigned to your group.
2. Be ready to present your output to the class.

Task 2: *Write a letter the Philippine Military Academy and inquire about applying for a scholarship. Pretend that you are the character's relative in the story.*

Dear Scholarship Committee (or use name of the person you are addressing)

First paragraph – identify what you are applying for

I am applying for () because ().

Second paragraph (or combine with first paragraph) – explain your goals

I want to pursue a degree in () because ().

I am .

I have met all the qualifications and have included

_____.

Thank you for considering me for your scholarship.

Sincerely,

Name(s): 1. _____ (Leader) Date: _____

2. _____ (Secretary) Grade & Section: _____

Members: _____

—

1. Do the following task assigned to your group.
2. Be ready to present your output to the class.

Task 3: Make an analysis of the song "21 Guns" by Green Day. Relate its message to the story, "The Country's Good Son." The guide questions below may help you in your

"21 Guns"
*Do you know what's worth fighting for?
 When it's not worth dying for?
 Does it take your breath away and you feel yourself
 suffocating?
 Does the pain weigh out the pride?
 And you look for a place to hide?
 Did someone break your heart inside, you're in ruins*

One, 21 Guns
*Lay down your arms
 Give up the fight
 One, 21 Guns
 Throw up your arms into the sky
 You and I ...*

*When you're at the end of the road
 And you lost all sense of control
 And your thoughts have taken their toll
 When your mind breaks the spirit of your soul
 Your faith walks on broken glass and the hangover
 doesn't pass
 Nothing's ever built to last, you're in ruins
 (Repeat Chorus)*

*Did you try to live on your own?
 When you burned down the house and home?
 Did you stand too close to the fire?
 Like a liar looking for forgiveness from a stone*

Guide questions;

1. What is the meaning of the title? Can you relate it with 21 gun salute? What does a 21 gun salute mean?
2. What do guns symbolize in the poem?
3. What do you mean by "Does the pain weigh out the pride and you look for a place to hide?"
4. What lines are repeated? Why are these lines repeated several times?
5. In what lines, make use of simile? Explain those lines.
6. What is the effect of the rhythm of the song to its meaning?

Name(s): 1. _____ (Leader) Date: _____

2. _____ (Secretary) Grade & Section: _____

Members: _____

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. On the left side, there are short vertical lines indicating margins. The paper appears to be a standard notebook page, oriented vertically. There is no handwriting or other markings on the page.

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

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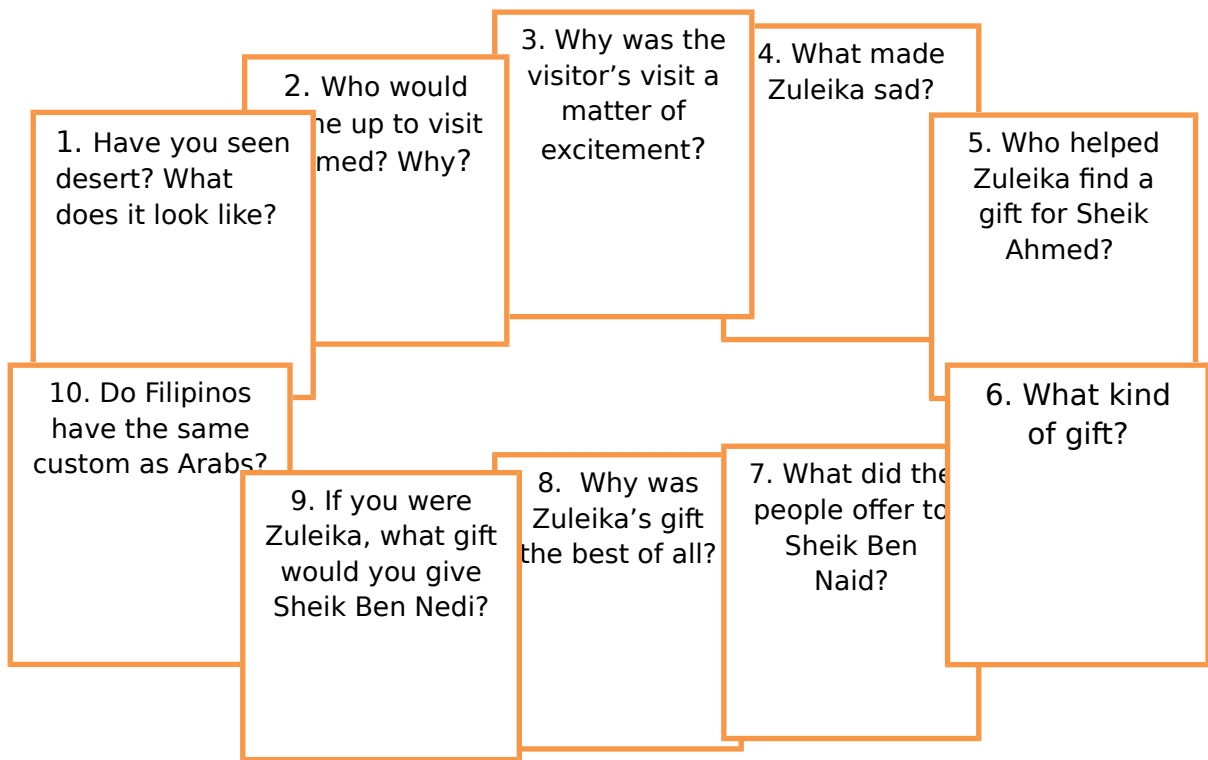
CTS 7 Q 3

Title: Circle of Wonder

Topic: The Wonder Tree

Procedure:

1. Group yourselves into 5 with each group having 10 members.
2. Answer the question to be given by the leader. Wait for your turn to answer. Try your best and avoid saying "pass."



3. Complete the reflection worksheet attached.

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

—

CTS 8 Q 3

Title: The Story of Five

Topic: The Story of Ruth

Procedure:

1. Work with five members in a group.

2. Read carefully the statement related to the marriage customs of the Israelites.
3. Evaluate the accuracy of the statement by checking the agree or disagree column before and after reading.
4. Discuss and compare your answers with the other members of the group after reading the story.

<i>Before</i>	<i>Reading</i>	Statements of the Marriage Customs of the Israelites.	<i>After</i>	<i>Reading</i>
Agree	Disagree		Agree	Disagree
		1. Marriage in ancient times was a negotiated match involving an agreement on conditions, payment of a bridal price, and the groom's		
		2. In biblical times, people were married in early youth, and marriages were usually contracted within the narrow circle of the clan and the family.		
		3. It was undesirable to marry a woman from a foreign clan, lest she introduce foreign beliefs and practices.		
		4. In ancient days, marriage was not an agreement between two individuals, but between two families.		
		5. Father was more concerned about the marriage of his sons than about the marriage of his daughters. No expense was involved in marrying off a daughter.		
		6. The family of the groom gained, and the family of the bride lost, a valuable member who helped with all household tasks.		
		7. In the simple conditions of early biblical days, all sons and daughters married young. No one stayed single.		

 Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade _____
 & Section _____
 Members: _____

CTS 9 Q 3

Title: Ali baba and the Sixteen Queries

Topic: Ali baba and the Forty Thieves

Procedure:

1. Write (8) questions using “what,” “why,” and “how” on pieces of paper and drop it in the box.
3. Read the selection.
4. After reading the selection, pick and answer questions from the other group’s box.

Group Ali Baba

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

-

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CTS 9 Q 3

Title: Ali baba and the Sixteen Queries

Topic: Ali baba and the Forty Thieves

Procedure:

1. Write (8) questions using "what," "why," and "how" on pieces of paper and drop it in the box.
2. Read the selection.
3. After reading the selection, pick and answer questions from the other group's box.

Group Cassim

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

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CTS 10 Q 3

Title: Facebooking

Topic: Nelson Mandela-Short Biography

Procedure

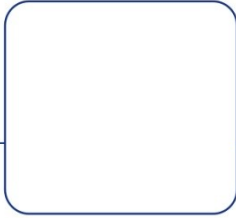
1. Do the following tasks assigned to your group.
2. Be ready to present your work to the class.

Task 1 Create a Facebook account of Nelson Mandela.

fakebook.

Search for people, places and things

| Home |



Work:
Lives in:
From:



Status What's on your mind?



Activity
Recent

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

100

CTS 10 Q 3

Title: Facebooking

Topic: Nelson Mandela-Short Biography

Procedure:

1. Do the following task assigned to your group.
2. Be ready to present your work to the class.

Task 2

Write on the wall of Nelson Mandela after his death.

www.google.com.ph/search?q=template+of+a+blog&tbm=isch&tbo=u&source=univ&sa=X&ei=

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

CTS 10 Q 3

Title: Facebooking

Topic: Nelson Mandela-Short Biography

Procedure

1. Do the following task assigned to your group.
2. Be ready to present your work to the class.

Task 3 *Complete the timeline of Nelson Mandela's life and career.*

Search for people, places and things Home																							
Basic Info: Born: Died: Relationship Status: Religious Views: Political Views: About Me:	History by Year: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: left; padding: 5px;"><u>Year:</u></th> <th style="text-align: left; padding: 5px;"><u>Event:</u></th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> </tbody> </table>	<u>Year:</u>	<u>Event:</u>																				
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www.google.com.ph/search?q=template+of+a+blog&tbm=isch&tbo=u&source=univ&sa=X&e

Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____

Members: _____

CTS 10 Q 3

Title: Facebooking

Topic: Nelson Mandela-Short Biography

Procedure:

1. Do the following task assigned to your group.
2. Be ready to present your work to the class.

Task 4 *Create a fan page for Nelson Mandela.*

facebook	Wall	Photos	Flair	Boxes	Logout
----------	------	--------	-------	-------	--------

View photos of

Send a message

Poke message

Information

Networks:
 Birthday:
 Political:
 Religion:
 Hometown:

Friends

_____ is _____

Wall

Info

Photos

Boxes

Write something...

Share

www.google.com.ph/search?q=template+of+a+facebook+page&rlz=1C2NOOH_enPH525PH525&tbm

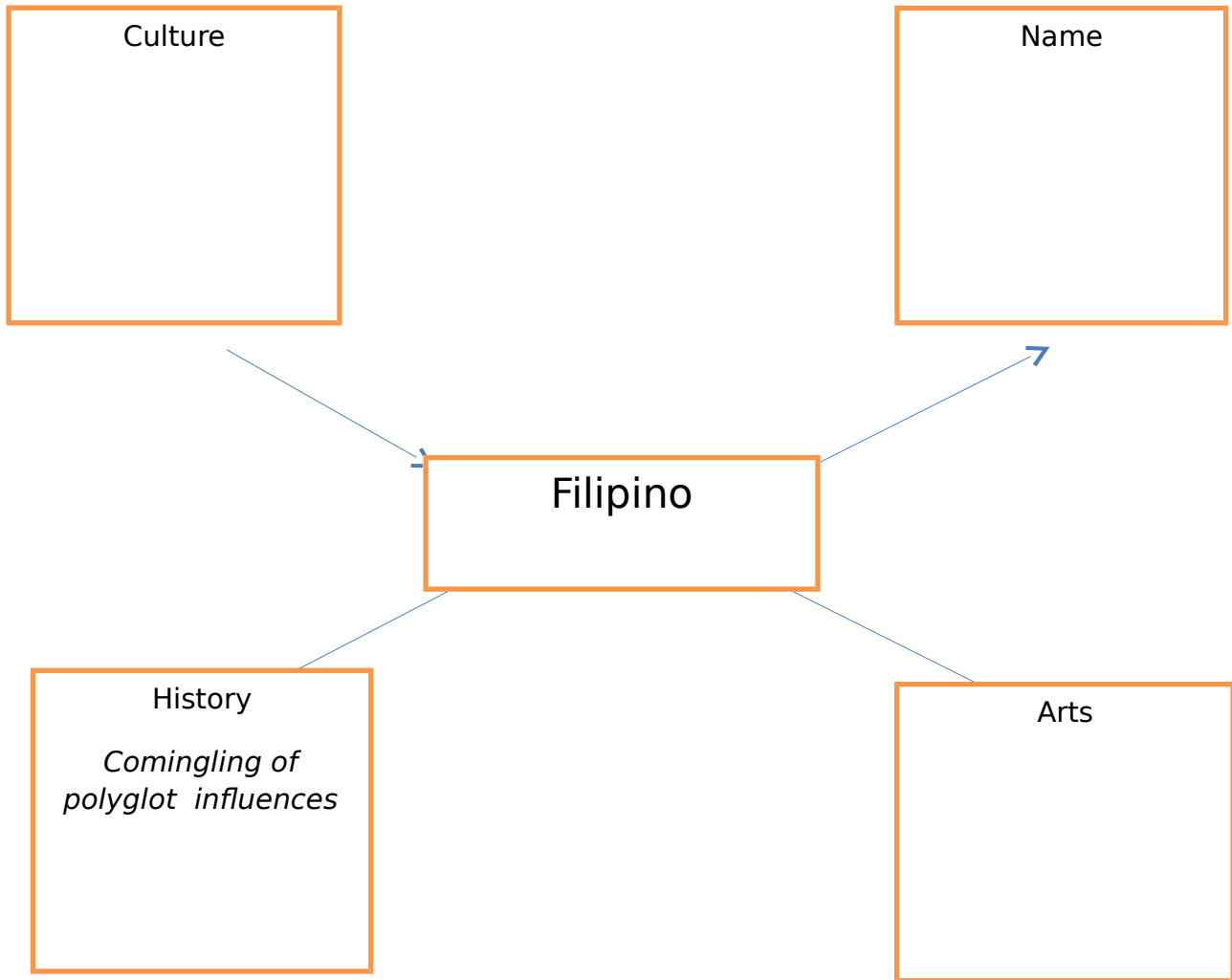
 Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____
 Members: _____

CTS 1 Q 4

Title: My Own

Topic: The Anatomy of a Filipino

*Task 1 Fill in the boxes with the author's opinion about the Filipino.
Draw a happy face if you agree and a sad face if you disagree.
Be able to explain your choice in the class.*



Name(s): 1. _____ (Leader) Date: _____
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Members: _____

-

CTS 1 Q 4

Title: My Own

Topic: The Anatomy of a Filipino

Procedure:

Task 2 Write the perspective of the writer about the Filipinos before and after.

Before

After





Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____

Members: _____

CTS 2 Q 4

Title: Grown-ups Indeed!

Procedure:

Topic: Grow and be Like a Molave 1 Form 5 groups.

- 2 Choose a leader, assistant leader and secretary of your group.
- 3 List down 10 public figures that they admire and rank them based on the four qualities listed on the chart.
- 4 Put a check mark on the column of trait for each person and defend one's answer to group.
- 5 Present your work to the class.

Names:	Morally Virile	Refined	Persever ing	Public Spirited
1 Corazon C. Aquino	√	√	√	√
2				
3				
4				
5				
6				
7				
8				
9				
10				

Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____

Members: _____

CTS 3 Q 4

Procedure:

- Title: Chunking Together 1. Divide students into 10 smaller groups.
 2. Assign a leader and secretary.
 Topic: The Singa 3. Based on title of the selection, write
 questions to check for understanding, to encourage predictions and to
 clarify and verify for three minutes.
 4. Work on the task sheet below as a group.
 5. Choose among yourselves a pair to discuss your answers to the class.

Title of the Text

Questions for understanding:	Questions about predictions:	Questions for clarification & verification:

1st Chunk

--

Questions for confirmation of prediction:	Questions for understanding:
Questions for predictions:	Questions for clarification & verification:

2nd Chunk

--

Questions for confirmation of predictions:	Questions for understanding:
Questions for predictions:	Questions for clarification & verification:

3rd Chunk

--

Questions for confirmation of predictions:	Questions for understanding:
Questions for predictions:	Questions for clarification & verification:

Name(s):1. _____ (Leader) Date: _____
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Members: _____

CTS 4 Q 4

Procedure:

Title: Like or Unlike?

Topic: Singapore Top 10 Attractions

1. Watch the video twice and fill out the chart below individually.

2. Use evidence in the video to defend your choice.

3. Form a group with 5 members.

4. Compare your answers with them and come up with one answer for the group.

5. Choose a representative to present your answers to the class.

<i>Top Places to visit in Singapore</i>		<i>What makes it interesting?</i>	<i>To whom would you recommend this place to visit? Why?</i>
1. Marina Bay Sands	Like Unlike		<i>For Families. There are many activities that the whole family can enjoy.</i>
2. Singapore Zoo	Like Unlike		
3. Clarkie	Like Unlike		
4. Chinatown	Like Unlike		
5. The Jewel Box	Like Unlike		
6. Little India	Like Unlike		
7. Singapore Flyer	Like Unlike		
8. Sentosa Island	Like Unlike		
9. Orchard Road	Like Unlike		
10. Raffles Hotel	Like Unlike		

Name(s):1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____
Members: _____

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CTS 5 Q 4

Procedure:

Title: Joint Writing
Topic: Business Writing

- 1 Sit in pairs.
- 2 Analyze the situation given to your partner.
- 3 Write the type business letters according to the situation.
- 4 Use the form attached.
- 5 Be ready to evaluate the letters of other pairs.

Group I: You are planning to launch a Reader's Club. You lack funds to finance your project. Write a solicitation letter addressed to the mayor.

Group II: You are asked to present your story board to class by your teacher in English. You need a visualizer. Write a letter of request to the property custodian.

Group III: You want to join a Leadership Training Seminar at Ateneo de Manila University. Write a letter of intent addressed to the Principal.

Group IV: You want to conduct a Tree Planting activity at La Mesa Eco Park with your classmates. Write a letter of inquiry to the organization.

Group V: You failed to return the book you borrowed from the library on time. Write a letter of apology to the librarian.

Name(s):1. _____ (Leader) Date: _____

2. _____ (Secretary) Grade & Section:

Members: _____

—

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Date

Dear _____:

I am _____

—

—

_____.

_____.

—

—

_____.

Thank you for

_____.

Sincerely,

Your name

111

CTS 6 Q 4

Title: Changing Encounter

Topic: The Changing Morals of Korean Students

Procedure:

1. Complete the table below after reading the text. Prepare a similar table to describe Filipino students.

Filial Duties	Beliefs about Sex	Spiritual and Material Values	Democracy
---------------	-------------------	-------------------------------	-----------

--	--	--	--

2. Based on your table, write a paragraph about, “The Changing Morals of Filipino Students.” Use the sheet provided.

The Changing Morals of Filipino Students

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

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CTS 7 Q 4

Procedure:

Title: Students of Restoration

1. Your group are
representatives
of Global

Topic: On sites of Cultural Interchange
Heritage Fun.

2. Based on the descriptions below, come up with a list of top 5 places in Asia you want to restore.
3. Ask one representative of your group to present and to explain your list.
- a. Ayutthaya, Thailand — The "Venice of the East" and former Siamese capital. Under threat due to natural disasters/flooding and insufficient management. ([Jim Trodel](#)/Flickr)



- b. Fort Santiago and Intramuros, Philippines — Historic fortresses of the Philippines, built by Spanish conquistadors hundreds of years ago. Under threat because of insufficient management and development pressures. ([Thom Watson](#)/Flickr)



- c. Kashgar, China — One of the last intact Silk Road cities in China. Under threat from development pressures. ([nozomiigel](#)/Flickr)



- d. Mahasthangarh, Bangladesh — One of South Asia's earliest urban archaeological sites. Under threat due to insufficient management and natural disasters. (P.K. Nigoyi/GHF)



- e. MesAynak, Afghanistan — Ancient Buddhist monastery complex on the Silk Road. Under threat due to development pressures, insufficient management, looting, war and conflict. ([Jerome Starkey](#)/Flickr)

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- f. Myauk-U, Myanmar — Capital city of the first Arakanese kingdom. Under threat due to development pressures, insufficient management, and natural disasters. (Narinjara/GHF)



- g. Plain of Jars, Laos — Megalithic archaeological landscape associated with ancient inhabitants who occupied the area during the Iron Age (500 BCE - 500 CE). Under threat due to insufficient management, war and conflict. ([Anne Murray](#)/Flickr)



- h. PreahVihear, Cambodia — Picturesque masterpiece of Khmer architecture. Under threat due to war and conflict, and natural disasters. ([ChrisStephLewisBoegeman](#)/Flickr)



- i. Rakhigarhi, India — Dating back 5,000 years, and one of South Asia's largest, oldest Indus Valley civilization sites. Under threat due to development pressures, insufficient management, and looting. (Michael Tomlan/GHF)



- j. Taxila, Pakistan — This complex of ruins was a crossroads of industry in the ancient world. Under threat from insufficient management, development pressures, looting, war and conflict. (Bay Ismoyo/AFP/Getty Images)



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Top 5 Places in Asia to be Restored



1.

We want to restore this place because it tells a lot about the history of the Filipinos. We believe that it would not cost that much because it would only involve minor renovation unlike the other places on the list which need a major renovation.

2.

3.

4.

5.

Name(s): 1. _____ (Leader) Date: _____
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Members: _____

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CTS 8 Q 4

Title: Princes and I....

Topic: The Three Princes

Procedure:

1. Ask the students to group themselves into 5.
2. Assign the groups to do the following tasks assigned to them.

Task 1 Make a wanted post for each of the prince. Use descriptive words in your description. Then draw each prince in the poster.

Task 2 Think about the argument of each prince and evaluate its strength.

Task 3 Evaluate the princess based on the attribute web below.

Task 4 Discuss possible solution to the problem presented by each character. Write the pros and cons of your decision in the appropriate column. Indicate the pros and cons of the solution your group come up with. Complete the grid below.

Task 5 Fill in grid with the positive and negative traits of the characters and choose one character that you think would make a good leader.

CTS 8 Q 4

Title: Princes and I....

Topic: The Three Princes

Procedure:

Task 1 Make a wanted post for each of the prince. Use descriptive words in your description. Then draw each prince in the poster.



Prince # 1

Prince # 3



Prince # 2



<https://www.google.com.ph/search?q=wanted+template&tbm>

Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____

Members: _____

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CTS 8 Q 4

Title: Princes and Us....

Topic: The Three Princes

Procedure:

Task 2 Think about the argument of each prince and evaluate its strength.

	How strong is his argument?	How weak is his argument?
Argument of Prince 1 He deserves to marry the princess because if not for his crystal, they wouldn't know that the princess is sick.		

Argument of Prince 2		
Argument of Prince 3		

Name(s): 1. _____ (Leader) Date: _____
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Members: _____

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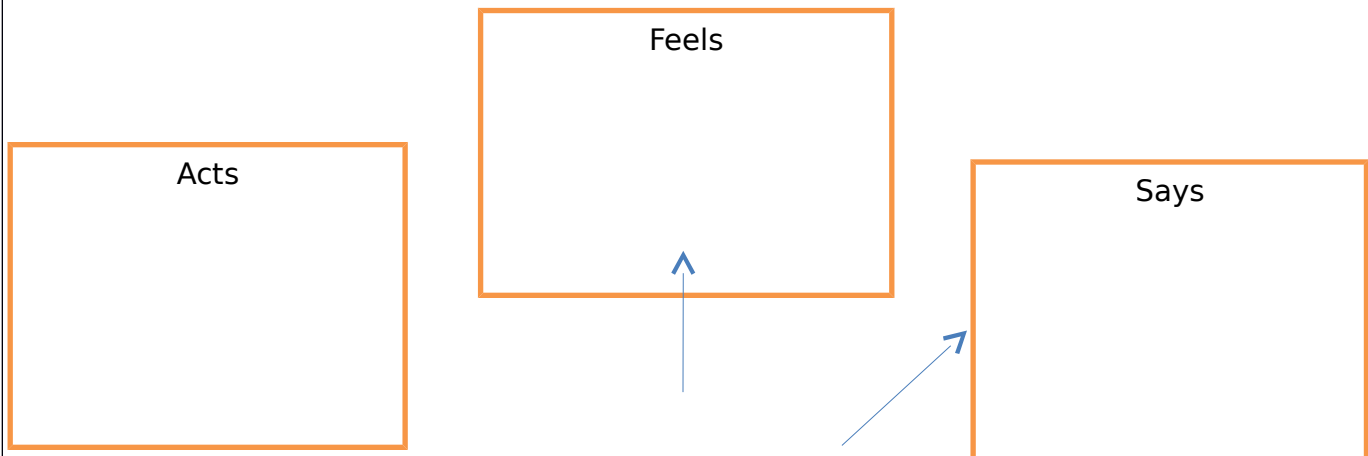
CTS 8 Q 4

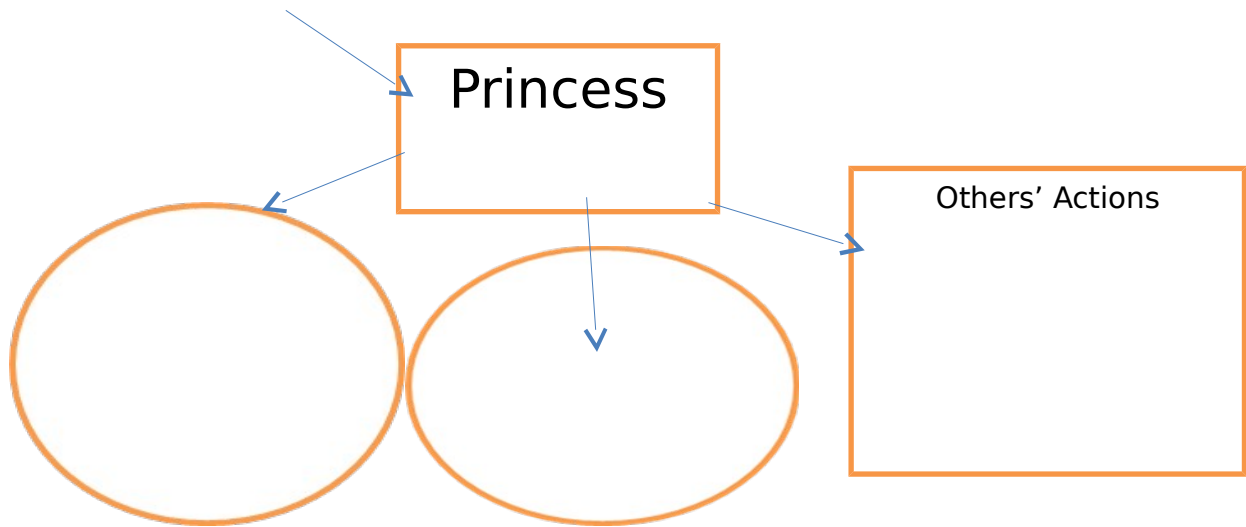
Title: Princes and Us....

Topic: The Three Princes

Procedure:

Task 3 Evaluate the princess based on the attribute web below.





Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____

Members: _____

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CTS 8 Q 4

Title: Princes and Us....

Topic: The Three Princes

Procedure:

Task 4 Discuss possible solution to the problem presented by each character. Write the pros and cons of your decision in the appropriate column. Indicate the pros and cons of the solution your group come up with. Complete the grid below.

Problem	Your possible Solution	Pros	Cons

The princess cannot select from her three persistent suitors.			
The king cannot decide whom to choose among three princes after helping her daughter.			
The old man from Russia cannot choose from the three princes.			

 -----Name(s):1. _____ (Leader) Date: _____
 2. _____ (Secretary)
 Grade & Section: _____
 Members: _____

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CTS 8 Q 4

Title: Princes and Us....

Topic: The Three Princes

Procedure:

Task 5 Fill in grid with the positive and negative traits of the characters and choose one character that you think would make a good leader.

Characters	Positive traits	Negative traits
------------	-----------------	-----------------

The King	Loving father	
The Princess		
The Old man		
Prince 1		
Prince 2		
Prince 3		

The _____ would be a good because _____

 _____.

 -----Name(s):1. _____ (Leader) Date: _____
 _____ 2. _____ (Secretary)
 Grade & Section: _____
 Members: _____

-

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CTS 9 Q 4

Title: Explore Dubai with Us

Topic: Dubai--- The Most Beautiful City

Procedure:

1. Work with a partner.
2. Ask your friend to give you directions to get to the base camp to the following locations.
 Student A will ask his/her partner to the following places from Al Barshaa South 1st:

- | | |
|----------------------------|----------------------|
| a. The courtyard | d. Shangri-La |
| b. Al Qasr | e. Emirates Hospital |
| c. Al Safa 2 nd | f. Jumeirah College |

Student B will ask his/ her partner to the following places from QudMetha Road:

- | | |
|------------------------|--------------------------|
| a. Spinneys Centre | e. Wild Wadi |
| b. Dubai Garden Center | f. Wollongong University |
| c. Dubai Zoo | e. The Dubai Mall |

3. Share with your partner how to go to your house from the school. Draw a sketch to show him/her.



Name(s): 1. _____
 2. _____

Date: _____
 Grade & Section: _____

1. Work with a partner.
2. Ask your friend to give you directions to get to the base camp to the following locations.
Student A will ask his/her partner to the following places from Al Barshaa South 1st:

- | | |
|----------------------------|----------------------|
| d. The courtyard | d. Shangri-La |
| e. Al Qasr | e. Emirates Hospital |
| f. Al Safa 2 nd | f. Jumeirah College |

Student B will ask his/ her partner to the following places from QudMetha Road:

- | | |
|------------------------|--------------------------|
| d. Spinneys Centre | e. Wild Wadi |
| e. Dubai Garden Center | f. Wollongong University |
| f. Dubai Zoo | e. The Dubai Mall |

3. Share with your partner how to go to your house from the school. Draw a sketch to show him/her.



Name(s): 1. _____
2. _____

Date: _____
Grade & Section: _____

1. Ask students to form 5 groups.
2. Do the task assigned to your group.

- | | |
|--------|---|
| Task 1 | Make a news report of the status of Filipinas working in UAE. |
| Task 2 | Prepare interview questions for Sarah Balabagan,a domestic helper who killed her employer that tried to rape her. |
| Task 3 | List down names of Asian women who fought for their rights. |
| Task 4 | Write the problems encountered by women and present possible solutions. |
| Task 5 | List down some do's and don'ts that protect the rights of women working in Middle East countries. |

Women in Black

CT
Tit
To

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

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CTS 10 Q 4

Title: Women's Desk

Topic: Women in Black

Procedure:

Task 2 Prepare interview questions for Sarah Balabagan, a domestic helper who was underage and illegally recruited. She killed her employer who

attempted to rape her while she was working in the United Arab Emirates.

Date of the Interview: _____ Place of the

Interview: _____

Interviewee: _____

Interviewer/s: _____

–

1. How are you now after 15 years of the tragic incident in the United Arab Emirates?

2. _____

3. _____

4. _____

5. _____

6. _____

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CTS 10 Q 4

Title: Women's Desk

Topic: Women in Black

Procedure:

Task 3 List down names of Asian women who fought for their rights. Discuss your choices as you complete the table with your group mates.

Name	Country	Contributions
------	---------	---------------

1. Aung San Suu Kyi	Burma	She led the prodemocracy movement in Myanmar.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

 Name(s): 1. _____ (Leader) Date: _____
 2. _____ (Secretary) Grade & Section: _____

Members: _____

—

CTS 10 Q 4

Title: Women's Desk

Topic: Women in Black

Procedure:

Task 4 Write the problems encountered by Filipino women in the given aspects and present possible solutions.

Problems	Solutions
1. <i>Women are emotionally hurt by their partners.</i>	a.
(Relationship)	b.
2.	c.
	a.
(Job opportunity)	b.
3.	c.
	a.
(Education)	b.
4.	c.
	a.
(Family)	b.
5.	c.
	a.
(Health)	b.
	c.

Solution Chosen:

- 1.
- 2.
- 3.

Name(s): 1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade &
Section: _____
Members: _____

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CTS 10 Q 4

Title: Women's Desk

Topic: Women in Black

Procedure:

Task 5 Make a list of their do's and don'ts who wants to work in the Middle East.

Do's	Don'ts
1.	1.

2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Name(s):1. _____ (Leader) Date: _____
2. _____ (Secretary) Grade & Section: _____

Members: _____

Topic: <i>An Interview with a Korean-American on Cultural Differences</i>
Collaborative Task/Function: Pair Share
Thinking Skill: Distinguishing Fact or Opinion
Objective: Share ideas and different points of view

- This is a post reading activity.

Procedure:

- 1 Ask the students to read the following statements with their partner on the interview. Put a check (√) mark on the correct column. Have students discuss their answers with a partner and their justification in the third column. A sample item is provided.
- 2 Let some pairs present their answers to the class. The following questions may be used to guide discussion.
 - a What makes you say that the statement is a fact/opinion?
 - b Aside from what is already given, are there any justifications for the answer?

	Fact	Opinion	Justification
a Foreigners in Korea behave in a way that respects Korean culture.		√	Some foreigners do not respect the culture of Koreans.
b Many native English teachers go to Korea because of money.			
c It's hard to get proper job in the world now.			
d Native English teachers in Korea show no respect for Koreans and have arrogant attitude.			
e Koreans are strong and warm-hearted.			
f Americans want the Americanization of the world.			

g	Americans are Westerners.			
h	American ideology is so strong and so hard to change.			
i	Some Koreans can speak perfect Korean but can't teach Koreans.			
j	Teaching English and speaking English can't be the same construction.			

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Topic: <i>Tale of Ch'unhyang</i>
Collaborative Task/Function: More Heads are Better than One
Thinking Skill: Analyzing situations and statements
Objective: Evaluate character trait through his/her words and actions

➤ *This is a post reading activity.*

Procedure:

- 1 Instruct students to form 5 groups.
- 2 Assign one character in the "Tale of Ch'unhyang." to each group.
 - a Ch'unyang
 - b Yi Mong Yong
 - c Ch'unyang's mother
 - d Yang ban
 - e Magistrate
- 3 Ask each group to give at least 3 characteristics of the character. They should also cite the character's words and/or actions to support their inference about his/her traits.
- 4 Have the leaders ask members to list as many traits. Then the group can choose three traits which best describe the character.
- 5 Have the groups present their work.

Topic: <i>Viral Video Gets Propaganda Treatment</i>
Collaborative Task: Group Work
Thinking Skill: : Distinguishing objective and subjective impressions, Analyzing different situations and statement
Objective: Express one's thoughts and feelings Make inferences

➤ *This is a post reading activity.*

Procedure:

- 1 Let the students take turns in reading the paragraph with a partner.
- 2 Ask two students from the class to represent the two authors who wrote the excerpt about the viral video on Psy.
- 3 Have the students ask the questions to the “authors” about the reading text.
- 4 With their group, have them make an evaluation of the music videos listed below;
 - A “Chitty Chitty Bang Bang” by Lee HyoRi
 - B “Wealthy 2nd Generation” by AJOO
 - C “Strong Baby” by SeungRi
 - D “Turn It Up” by T. O. P.
 - E “Why Are You Doing This To Me” by Foxy

- 5 Let the students answer the questions on the task sheet.
- a Some people say the "_____"video is inappropriate, what do you think?
 - b Do you think you would have watched "_____" if the video hadn't been so controversial?
 - c What do you think the video means?
 - d How does the video make you think of the artist/s? Does it affect the way you think of the artist/s?
 - e What do you think of the lyrics?
 - f Do you think that someone your age should be able to watch these videos?

Adapted from: <http://noisey.vice.com/>

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Topic: <i>The Governor and the Buddhist</i>
Collaborative Task/Function: Fishbowl debate
Thinking Skill: : Making Judgement and Inferences
Objective: Express one's opinions and feelings; Decide on what side to take

➤ *This is a while reading activity.*

Procedure:

- 1 Ask the students to sit in groups of three.
- 2 Assign the following roles. Student A defends the governor for his actions. Student B decides whose side to take. Student C opposes the governor's actions.
- 3 Have B share and justify his/her decision to the class.

Topic: <i>Aung San Suu Kyi</i>
Collaborative Task/Function: Small group discussion
Thinking Skill: : Making judgement and inferences
Objective: Express one's thoughts and feelings Deliberate possible solution to a problem

➤ *This is while reading activity.*

Procedure:

- 1 Divide students into small groups. Have them identify problems encountered by Aung San Suu Kyi and the solutions she did. They should complete the worksheet.

- 2 Have the groups engage in small group discussion to come up with alternative solutions to the problems identified.
- 3 Ask the members of the group to share similar problem that they have encountered. Students should again engage in small group discussion to elicit alternative/ possible solution.
- 4 Go around the room to monitor how the discussion runs. If needed, guide the students in bringing other group members in the discussion.

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Topic: <i>The Country's Good Son</i>
Collaborative Task/Function: Group Work
Thinking Skill: : Considering interpretations and looking at different points of view
Objective: Interpret a given selection through varied activities Evaluate a presentation

➤ *This is a post reading activity.*

Procedure:

- 1 Students in groups do the following tasks:

Task 1

Conduct an interview with a soldier or the immediate family of a soldier in your school. Ask the problems that they are encountering and present possible solutions.

Task 2

Write a letter to the Philippine Military Academy and ask how to apply for scholarship.

Task 3

Make an analysis of the song "21 Guns" by Green Day.

Task 4

Write a character sketch of a great soldier.

Task 5

Present a short skit about the epilogue of the story.

- 2 Ask the groups, to peer critique the output/performance using the following criteria:

Content.....	40%
Relevance.....	25%
Clarity of Expression.....	15%
Maximum Participation.....	10%
Creativity.....	<u>10%</u>
	100%

Topic: <i>The Wonder Tree</i>
Collaborative Task/Function: Group Work
Thinking Skill: : Considering interpretations and looking at different points of view
Objective: Take turns in answering the questions

➤ *This is a while reading the activity.*

Procedure:

- 1 Have students form small groups. The students will take turns in answering the following questions.

Questions:

- 1 Have you seen a desert? What does it look like?
 - 2 Who would come up to visit Ali Ben Ahmed?
 - 3 Why was the visitor's visit a matter of excitement?
 - 4 What made Zuleika sad?
 - 5 Who helped Zuleika find a gift for Sheik Ben Nedi, their visitor?
 - 6 What was the gift?
 - 7 What did the people offer Sheik Ben Nedi as their gifts?
 - 8 Why was Zuleika's gift the best of all?
 - 9 If you were Zuleika, what gift would you give Sheik Ben Nedi?
 - 10 Do Filipinos have the same custom as that of the Arabs?
- 2 Ask the groups to complete a reflection worksheet about "The Wonder Tree."
Use the following format:

After reading the story, I have realized
that _____

I have learned
that _____

Topic: <i>The Story of Ruth</i>
Collaborative Task/Function: High Five
Thinking Skill: : Drawing conclusions: Making generalizations
Objective: Express agreement or disagreement Predict outcomes Make a stand

➤ This is a pre-reading and post reading activity.

Procedure:

- 1 Assign the students to work with 5 members in a group.
- 2 Ask them to read carefully the statement related to the marriage customs of the Israelites.
Have them evaluate the accuracy of the statement by checking the agree or disagree column before and after reading.

Before Reading	Disagree	Statements of the Marriage Customs of the Israelites.	After Reading	Disagree
Agree			Agree	
		1 Marriage in ancient times was a negotiated match involving an agreement on conditions, payment of a bridal price, and the groom's		
		2 In biblical times, people were married in early youth, and marriages were usually contracted within the narrow circle of the clan and the family.		
		3 It was undesirable to marry a woman from a foreign clan, lest she introduce foreign beliefs and practices.		
		4 In ancient days, marriage was not an agreement between two individuals, but between two families.		
		5 Father was more concerned about the marriage of his sons than about the marriage of his daughters. No expense was involved in marrying off a daughter.		
		6 The family of the groom gained, and the family of the bride lost, a valuable member who helped with all household tasks.		
		7 In the simple conditions of early biblical days, all sons and daughters married young. No one stayed single.		

<http://www.myjewishlearning.com>

- 3 Let the students discuss and compare answers other members of the group after reading the story if they still have the same answer before reading.

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Topic: <i>Ali baba and the Forty Thieves</i>
Collaborative Task/Function: Big group
Thinking Skill: : Formulating questions; Making predictions Making decisions
Objective: Ask sensible questions Predict outcomes Create sound decisions

➤ *This is a pre-reading and post reading activity.*

Procedure:

1. Divide the class into two big groups. Assign a leader for each.
2. Present the title “Ali baba and the Forty Thieves” before reading. Let each group write (6) questions using “why” and “how” on pieces of paper to be dropped in the box.
3. Have them read the selection. After reading, groups will pick and answer questions from the other group’s box.

Ali Baba

Cassim

- 3 Give them proper time to arrive at a conclusion with regard to how they will answer the questions they picked.

Topic: <i>Nelson Mandela-Short Biography</i>
Collaborative Task/Function: Small group
Thinking Skill: : Finding analogies and other kinds of relationships
Objective: Use a different medium in interpreting a selection

➤ *This is a while reading the activity*

Procedure:

- 1 Divide the class into four big groups.
- 2 Instruct each group to fill out the template base on the biography read.
- 3 Have them share their output to the class.

Topic: <i>Grow and Be Like the Molave</i>
Collaborative Task/Function: Big group
Thinking Skill: Reasoning
Objective: Share ideas and different points of view

- This is a post reading activity.

Procedure:

1. Have the students form 5 groups.
2. Ask the students to list down 10 public figures that they admire and rank them based on the qualities listed.
3. Assign the leader to encourage one member of the group to contribute 1 person to complete the list and describe that person.
4. Let them put a check mark on the column of traits for each person and defend it to group.

Names:	Morally Virile	Refined	Perseverin g	Public Spirited
1. Corazon C. Aquino	√	√	√	
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

5. Let them present and explain their work to the class.

Topic: The Singa
Collaborative Task/Function: Small group discussion
Thinking Skill: : Making inferences Predicting outcomes
Objective: Formulate sensible questions Analyze the selection according to its parts

➤ *This is while reading activity.*

Procedure:

1. Divide students into small groups.
2. Introduce the title of the text. Encourage each group to give questions to check for understanding, to encourage predictions and to clarify and verify for three minutes.
3. Ask the leaders to cut the stories into chunks according to the story's plot. Exposition, Climax and Ending. Distribute the three parts among the members of the group.
4. Let the members discuss the first chunk, the second chunk and the third chunk repeating the same process until each student has a chance to speak.

5. Assign one student from each group to present the group's output.

Topic: <i>Singapore Top 10 Attractions</i>
Collaborative Task/Function: Big group
Thinking Skill: Evaluating, Decision making
Objective: Evaluate a place Defend one's choice

- This is a post viewing activity.

Procedure:

1. Let the students watch the video about the best tourist attractions in Singapore.
2. Have the students decide whether they like the place or not in the second column by checking like or unlike.
3. Ask them to answer the question on the third column.
4. Let them use the details in the video to defend their choice in the fourth column.

<i>Top Places to</i>		<i>What makes it interesting?</i>	<i>To whom would you recommend this place to visit? Why?</i>
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<i>visit in Singapore</i>			
1.Marina Bay Sands	Like Unlike		<i>For Families. There are many activities that the whole family can enjoy.</i>
2.Singapore Zoo	Like Unlike		
3.Clarkie	Like Unlike		
4.Chinatown	Like Unlike		
5.The Jewel Box	Like Unlike		
6.Little India	Like Unlike		
7.Singapore Flyer	Like Unlike		
8.Sentosa Island	Like Unlike		
9.Orchard Road	Like Unlike		
10.Raffles Hotel	Like Unlike		

Topic: <i>Business Communication</i>
Collaborative Task/Function: Joint Writing
Thinking Skill: : Evaluating Problem-solving
Objective: Apply the rules of formal writing Express ideas in different situations Provide corrective feedback

- This is a while reading activity.

Procedure:

1. Ask the students to sit with a partner.
2. Instruct them to write the business letters.

Group I: You are planning to launch a Reader's Club. You lack funds to finance your project. Write a solicitation letter addressed to the mayor.

Group II: You are asked to present your ads to class by your teacher in English. You need LCD projector. Write a letter of request to the property custodian.

Group III: You want to join a Leadership Training Seminar at Ateneo de Manila University. Write a letter of intent addressed to the Principal.

Group IV: You want to conduct a Tree Planting activity at La Mesa Eco Park with your classmates. Write a letter of inquiry to the organization

Group V: You failed to return the book you borrowed from the library on time. Write a letter of apology to the librarian.

3. Evaluate their writing by asking other groups for feedback.

Topic: <i>The Changing Morals of Korean Students</i>
Collaborative Task/Function: Joint Writing
Thinking Skill: : Considering interpretations and looking at different points of view
Objective: Take turns in answering the questions

➤ *This is a while reading the activity.*

Procedure:

1. Have students form five groups with ten members each.
2. Instruct the students to fill out the chart in the task sheet based on the selection read.

Filial Duties	Beliefs about Sex	Spiritual and Material Values	Democracy

3. Let them summarize their findings.
4. Ask each group to write an essay with at least 500 words about, “The Changing Morals of the Filipino Students.”

Topic: On sites of Cultural Interchange

Collaborative Task/Function: Big group

Thinking Skill: : Considering interpretations and looking at different points of view

Objective: Defend one’s choice
Evaluate a presentation

➤ *This is a post reading activity.*

Procedure:

1. Divide the students in 10 (ten) groups. Each group represents the Global Heritage Fund that works to make heritage sites in poor countries sustainable drivers for economic growth.
2. As part of the organization, let each group decide on only 5 (five) places to be restored in Asia and rank them according to priority. One representative shall present their decisions/choices to the class.

- a. Ayutthaya, Thailand — The "Venice of the East" and former Siamese capital. Under threat due to natural disasters/flooding and insufficient management. ([Jim Trodel](#)/Flickr)



- b. Fort Santiago and Intramuros, Philippines — Historic fortresses of the Philippines, built by Spanish conquistadors hundreds of years ago. Under threat because of insufficient management and development pressures. ([Thom Watson](#)/Flickr)



- c. Kashgar, China — One of the last intact Silk Road cities in China. Under threat from development pressures. ([nozomiigel](#)/Flickr)



- d. Mahasthangarh, Bangladesh — One of South Asia's earliest urban archaeological sites. Under threat due to insufficient management and natural disasters. (P.K. Nigoyi/GHF)



- e. MesAynak, Afghanistan — Ancient Buddhist monastery complex on the Silk Road. Under threat due to development pressures, insufficient management, looting, war and conflict. ([Jerome Starkey/Flickr](#))



- f. Myauk-U, Myanmar — Capital city of the first Arakanese kingdom. Under threat due to development pressures, insufficient management, and natural disasters. (Narinjara/GHF)



- g. Plain of Jars, Laos — Megalithic archaeological landscape associated with ancient inhabitants who occupied the area during the Iron Age (500 BCE - 500 CE). Under threat due to insufficient management, war and conflict. ([Anne Murray/Flickr](#))



- h. PreahVihear, Cambodia — Picturesque masterpiece of Khmer architecture. Under threat due to war and conflict, and natural disasters. ([ChrisStephLewisBoegeman/Flickr](#))



- i. Rakhigarhi, India — Dating back 5,000 years, and one of South Asia's largest, oldest Indus Valley civilization sites. Under threat due to development pressures, insufficient management, and looting. (Michael Tomlan/GHF)



- j. Taxila, Pakistan — This complex of ruins was a crossroads of industry in the ancient world. Under threat from insufficient management, development pressures, looting, war and conflict. (Bay Ismoyo/AFP/Getty Images)



Top 5 Places to be Restored



1.

We want to restore this place because it tells a lot about the history of the Filipinos. It would not cost that much because it would only involve a little renovation unlike the others.

2.

3.

4.

5.

Topic: <i>The Princes</i>
Collaborative Task: Big group
Thinking Skill: : Examining a problem and its solution Analysing different situations and statements
Objective: Interpret the selection in various tasks Make inferences

➤ ➤ This is a post reading activity.

Procedure:

1. Group the class into five groups with ten (10) members each.
2. Ask them to do the following tasks in their group.

Task 1 Make a wanted posted for each of the prince. Use descriptive words in your description. Then draw each prince below.

Task 2 Analyse the argument of each prince and discuss its pros and cons.

Task 3 Evaluate the princess based on the attribute web given.

Task 4 Discuss possible solution to the problem presented by each character with the given aspects.

Task 5 Fill in grid with the positive and negative traits of the characters and
choose one character that you think would make a good leader.

Topic: Let us explore Dubai!
Collaborative Task/Function: Big group
Thinking Skill: : Analysing maps Reasoning Problem solving
Objective: Give clear instructions

-
- *This is a post reading activity.*

Procedure:

1. Ask the students to work with a partner.
2. Let the students work on the task sheet with their partner to give you directions to get to the base camp to the following locations.
Student A will ask his/her partner to the places listed from Al Barshaa South 1st.

Student B will ask his/her partner to the places listed from Zabaeel 2nd.

1. Work with a partner.
2. Ask your friend to give you directions to get to the base camp to the following locations.

Student A will ask his/her partner to the following places from Al Barshaa South 1st:

- | | |
|----------------------------|----------------------|
| a. The courtyard | d. Shangri-La |
| b. Al Qasr | e. Emirates Hospital |
| c. Al Safa 2 nd | f. Jumeirah College |

Student B will ask his/ her partner to the following places from QudMetha Road:

- | | |
|------------------------|--------------------------|
| a. Spinneys Centre | e. Wild Wadi |
| b. Dubai Garden Center | f. Wollongong University |
| c. Dubai Zoo | e. The Dubai Mall |
3. Share with your partner how to go to your house from the school. Draw a sketch to show him/her.

Topic: <i>Women In Black</i>
Collaborative Task/Function: Big group
Thinking Skill: Analyzing; Problem-solving
Objective: Expressing ideas in different forms

➤ *This is a post listening activity.*

Procedure:

1. Ask the students to form 4 (four) groups.
2. Let the students work on the following task assigned to them.

Task 1 Use the following organizer about the following. Draw a smiling face if you agree and a sad face if you disagree presented. Be able to explain your choice.

Task 2 Prepare interview questions for Sarah Balabagan, a domestic helper who was illegally recruited. She killed her employer who attempted to rape her while she was working in the United Arab Emirates.

Task 3 **List down names of Asian women who fought for their rights. Discuss your choices and complete the table with your groupmates.**

Task 4 Write the problems encountered by Filipino women in the given aspects and present possible solutions.

Task 5 Make a list down their do's and don'ts for OFW's who wants to work in Middle East countries.