Critical Thinking Strategies as an Influential Tool in Growing the Disciplinary Literacy

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Abstract: *The rapid development and changing of the employability market due to ongoing economic metamorphoses require high-level skills and abilities to prepare graduate students for specific life situations. The educational system needs to use more efficient approaches in increasing essential skills for modern life and work situations. The study aims to define the appropriate teaching methods and more profound thinking skills for developing specific work activities with the students. The academic importance of the research lies in revealing new connections between critical thinking skills and disciplinary literacy in ESP in preparing future professionals with its practical meaning for future application. The relevant literature helped synthesize the contextual framework of the structure of disciplinary literacy. The student group has traced and justified critical thinking skills as a professional component in the study. The results supported the conceptual framework with critical thinking as a crucial component of disciplinary literacy for future professionals. Critical thinking, a key 21st-century employability skill, is sought to make the professional portrait of a graduate consistent and effective, which could have important implications for future educational policies.*

Keywords: *critical thinking, disciplinary literacy, professional competency, university students, ESP*

Introduction

To capitalize on the rising demands on the graduates' profound 21st-century skills for the future workplace, many educators position critical thinking skills as a goal. A growing number of graduates compete for an increasing lack of workplaces, often facing many other than just specific professional skills. In particular, future professionals need to obtain a broad scope of essential 21st-century skills to be successful in the employability market.

Although extensive academic research has explored the characteristics and dynamics of critical thinking and its complete application in the university education setting (Lee; Lou; Marni et al.; Siburian et al.; Tosuncuoglu), the influence of critical thinking on professional qualities needs constant updating and refreshing as the actual realia is constantly changing (Bezanilla et al.; Samsudin and Hardini; Shavelson et al.; Vero and

Puka). This need is illustrated in many ways: graduate students need critical thinking skills to undertake the necessary professional activities. They are often required to solve quite specific job problems. More than that, since the technologies are gaining priority in the modern world of jobs, the demand for more specific professional skills, thus, being deep into professional details, is prevailing. The shift to online learning is another reason for constantly changing educational and practical technologies in developing critical thinking skills, which means new facets in challenges in learning and acquiring professional skills.

Critical thinking as one of the essential 21st-century skills for professional performance enhancement

Critical thinking is an active, high-ordered thinking skill vital for achieving the goal and making decisions (Tosuncuoglu). Thinking critically and strategically significantly improves students' ability to achieve goals in academic experiments. Critical thinking correlates with the thinking process, which enhances intellectual abilities (Lou). This, in turn, results in increasing intrinsic motivation to cope with the life experience. Critical thinking helps analyze social problems and build communication flexibly, centered on an interlocutor (Vero and Puka). Expressing reflection in contact is a crucial indicator of critical thinking, a strategic thinking system in building rapport. This ability is intransient in a professional contacts environment and for successful job tasks realization.

The impact of critical thinking on students' learning experience, developing a more profound and more holistic approach, and setting intellectual challenges in their studying process suggests that critical thinking skills develop the potential for effective learning making the students professional users of information (Bankole-Minaflinou). This idea finds consensus in the relevant research and is supported by practice in class revealing the correlation between the thinking skills performance.

Critical thinking is one of the key life skills that influence professional activity and growth. Being considered as an ability to reflect, analyze, and question, critical thinking enables one to see things from a different angle, which positively correlates with the vocational demands at the workplace (Rönnlund et al.). For this purpose, a person exposes their critical thinking related to their personal perspective and other people, working settings and rules, requirements, and processes.

Critical thinking is a professional competency, one of the essential characteristics of a successful individuum in both personal and professional life. Many universities tend to develop critical thinking skills in students' learning through oral and written reflection and argumentation, reading, analysis, synthesis of resources, and case studies. The theoretical analysis of the academic literature illustrates a steady positive relationship between critical thinking skills and successful professional activities (Bezanilla et al.).

Being a vital necessity for specific professional activity, critical thinking is used to prepare future professionals in different spheres. Critical thinking skill are inextricably linked with forming practical and specific skills (Sartori et al.). Being considered as one of the basic life skills, critical thinking is sought after as the main engine of forming a graduate's professional career.

The various spectrum of methods enhances this ability to think more profoundly, creatively, and find a quick solution to social and professional challenges. Along with the growing variety of techniques and on-site and online tools, concept mapping has become an efficient approach for enhancing students' critical thinking competency (Mohammadi et al.), critical reflection, which enables future professionals in surgery to develop, observe and criticize their re'ults in clinical thinking, proving the relationship between the specific professional skills and filling the professional gap in workplace requirement. Moreover, this method helps create an algorithm for monitoring, guiding, and evaluating the professional decision of future surgeons (Gray and Coombs). Another way to develop critical thinking is to use interactive applications within the specialisms of the graduate students, which assist in critical thinking and active learning and help build self-directedness in the learning process (Karimi et al.). The efficient methods of increasing self-directedness and developing critical thinking, which reveals opportunities for graduate students to examine their professional independence, are problem-based learning (Montenery) and project-based learning (Cardullo et al.). Task and problem-oriented instruction make the students analyze the professional situations deeper, using their background knowledge and seeking the correct specific information, applying their imagination, and consciously sinking into the future professional setting.

While critical thinking skills and instruction have been a subject of research for recent years, current higher and vocational education places a strong emphasis on higher-order thinking skills in learning, research, and

professional development, seeking for practices to fit nowadays demands in vocational training.

Reflective strategies and their role in rising professional learning

Reflection results in learning from the values, beliefs, knowledge, and critical experiences that contribute to our perspectives of ourselves, other people, and the world. As a trigger for new ideas and deeper views or critique, reflection in the form of a comment or experience can be an additional tool for professional development. To make the students more engaged in academic or professional activities, reflection creates more ground for raising questions for further development. Reflection in the professional background refers to conceptualising of global experience, analysis, and comparison of personal experience, ideas implementation, and seeing gaps and benefits in the professional ground. Despite being considered time-consuming and frustrating, reflection is an integral tool in professional growth and understanding (Merryland). In response to the question about the effective use of reflective activities in professional practice, Boud and Walker state the importance of designing educational courses by applying reflective practices in learning. Creating a specific context, which can be professional or cultural, is a key factor in promoting reflection in professional programmes. Another important factor is to be focused on a learner for teachers. In vocational training, we can substitute this relationship as being 'client-centered'. In addition, focusing on processes can enhance reflective practice in seeing the professional environment and communication, learning targets, circumstances, and agreements within the professional situation. In the follow-up research, the components of reflective practice and their impact on professional growth and understanding were further explored and analyzed.

Reflective practice is a crucial tool in forming professional competence (McLeod et al.) as it engages future professionals in authentic job situations and in any complex situations making them critically evaluate their level of learning and see the professional situation as more client-centered.

Reflective strategies have increasingly influenced students' achievement and learning in the current research. Reflective thinking accounts for successful students' outcomes (Phan). Reflective practice positively correlates with the highest level of critical thinking in academic performance. Even though the use of reflective thinking is the area of educational psychology study that has received the least attention, statistical

analysis has shown that it directly correlates with academic learning and success. Being deeply involved in high-order thinking skills, analyzing the situation, and asking additional questions for understanding, the students benefit from thorough and detailed engagement in the learning or any other thinking or academic activity. While Phan (2009) ranks reflective thinking strategies on the same value as deep processing strategies, effort, mastery and performance-approach goals, and critical thinking in achieving success in students' academic performance, Clegg et al. argue that reflective practice is also a bridge between theory and practice followed by defining four types of professional practice linked to reflection: immediate and deferred action and reflection. The action and reflection components create strong engagement in professional practice involving the professional context, skills, and technologies, developing professional competence overall.

Disciplinary literacy as the aim of professional education
Modern 21st-century skills encompass various skills and abilities, including basic literacy, critical thinking, and analysis skills. Disciplinary skills are designed to focus on specific professional information through analysis and application within the specific scope of future jobs.

An analysis of the literature on this topic showed that disciplinary skills development should be improved. Thus, the term "literacy" is defined not only as literacy, reading, and writing skills but in today's context, means a broader ability to apply in more detail, for example, "a set of multifaceted social practices resulting from contexts, participants and technologies are formed" (Archibald et al.). According to educational research, learning progress declines every year, especially in reading and national testing (Kirsch et al.). Disciplinary literacy is gaining momentum these days, reflecting the crux of the specific professional issues underlying ESP teaching. It's getting a cr"cial point within the online education epoch, having challenged the medium of critical thinking education in terms of specific job needs.

Resulting from the definition of disciplinary literacy as critical literacy (Moje), Cisco defined the key pillars of disciplinary literacy, which are characterized by specific literacy practices, taught to students, such as strategies, skills, and discourse or language practices, which are distinctive and identifiable. According to the soft skills discussed in the current aims in the higher education framework agreed with the employability market, the

list of thinking skills is growing meeting the technological development process and labour market requirements.

Disciplinary studies aim to enhance professional components by developing vocational and social skills, authentic for future job placement. Disciplinary literacy is considered to revolve around a mix of disciplinary-specific communicative practices: academic, vocational, and social, resulting in the targeting of university studies (Airey). Bearing this in mind, educators use disciplinary models to build specific knowledge for future professionals.

Disciplinary competencies are becoming one of the key competencies of the 21st century for developing specific knowledge in every subject area, further education, and every area of life. For the practical development of disciplinary literacy, educational researchers suggest several strategies closely connected with critical inquiry and analysis. For example, for reading activities, the primary vital actions for activation the disciplinary literacy may be: 'provide ongoing, embedded literacy professional learning,' 'form a literacy leadership team,' 'make sure professional learning communities or disciplinary literacy cohorts are grounded in continuous disciplinary literacy learning and collaborative inquiry,' 'provide the resources,' 'ensure that teachers, especially those in cohorts or teams, experience encouragement, support, and opportunities to stretch their skills and knowledge,' 'encourage cross-curricular or cross-team collaboration,' 'foster leadership in all areas,' 'use reflection, learning, and planning collaboratively,' 'find opportunities for coteaching and peer coaching within disciplines' (Lent and Voigt). As we can see from the list of the skills, they directly reflect the core abilities mainly exploited within the authentic job skills acquisition, which correlates with the essential 21st-century skills, along with reflection, which is considered the highest critical thinking ability.

Role-playing in the framework of developing professional competence
The modeling and role-playing techniques have played a crucial role ~~of~~ in developing and enhancing professional functioning, taking priority in the instructional process in vocational training compared to seminars and lectures (Teevan and Gabel). The research proves the evidence that these methods are more efficient in improving professional skills, especially in communicating with clients. At the same time, applying roleplaying methods even in non-communication spheres has been proven to become positively improving for acquiring professional competence, as this not only assists in mastering and polishing gained knowledge, skills, beliefs, and attitudes, but adds a real

element of authentic job situation and simulation of professional environments (Carpio et al., Colin and Aubrun 1-6). This argument is supplemented by research by Skoura-Kirk et al. with enriching the roleplay benefit, adding the chance to practice, and developing procedures actively engaging cognitive and emotional processing, which significantly improves performance.

In defining the role-playing technique for professional performance enhancement, the basic step is argued to be the most efficient in this process: becoming client-centered in immersing the specific situation, focusing on the professional issues, and finding the best communicating decision (Colin and Aubrun 1-6). Undoubtedly, the process of engaging in the professional environment boosts the specific vocabulary in EFL learning, making the students plunge into the multifaceted process of applying the professional dimension and the specific language.

Aim of the study

This study is an attempt to explore critical thinking strategies for developing disciplinary literacy and the correlation between critical thinking skills and disciplinary literacy outlining the idea that critical thinking may influence disciplinary literacy, increasing professional competence. It is commonly agreed that being an essential skill for the future employability of graduates, critical thinking and disciplinary literacy relation may have connotations for educators, labour market researchers, employers, as well as graduates and young professionals (Garcia-Esteban and Jahnke; Mtawa et al.; Miglani; Daellenbach).

The research reveals the basic components for building an employability framework for future professionals, such as thinking skills, for example reflective, critical thinking, deductive reasoning, and analysis thinking skills, which along with other soft skills are relevant to a professional career (Garcia-Esteban and Jahnke).

The core research question is *whether critical thinking strategies influence professional competency, which is the constituent of disciplinary literacy*.

The specific research objectives we guide in this study are:

1) defining the theoretical background for critical thinking;

2) analyzing the disciplinary literacy build;

3) finding the theoretical proof in the literature about their congruency;

4) checking this theory in the experiment with the graduate students.

Based on the aforementioned discussion, we hypothesize that critical thinking can develop disciplinary literacy, which includes professional competency as a main constituent.

H0: μ critical thinking = μ disciplinary literacy

H1: μ critical thinking $\neq$ μ disciplinary literacy.

The potential practical implications of this study appear to be helpful for researchers, educators, and educational practitioners better understand how to build the courses and assignments for graduate students to develop their professional competency.

This paper has four parts. First, it reviews the academic resources on the topics above, then describes the methods, presents the results, and lays out the discussion and conclusion.

Research Design and Methodology
Materials and Methods
Participants and Setting
The study examined students' progress in exposing critical thinking skills in professionally focused situations and was conducted by means of an online questionnaire distributed amongst a convenience sample of 40 undergraduate (second-year) students of Law at Sumy State University in the Fall term (2018-2019). The study was presented as research on the professional impact of critical thinking tasks used in professional situations in the English course. The development of disciplinary literacy was manipulated by randomly assigning participants to a condition where they had an English course designed specifically on the language and skills relevant to the student's present and future situations. The students had classes once a week face-to-face classes for the whole 32 hours as a part of their curricula. So, their course was compulsory and was designed according to their professional needs, outlined by the university policy. Teaching grounded in the English-for course design, is aimed at the actual language for the job the students need (Day), providing the authentic vocabulary and phrases for practical vocational usage. The critical thinking component and the additional reflective practices were introduced by an instructor at the beginning of the course, giving instructions on how to use them in professional speaking situations as a supportive component of the complete future job portfolio. The student's disciplinary literacy and critical thinking results were assessed using the sum score on their grades, evaluating their performance in

professional situations and critical thinking skills. The participants were debriefed about the real purpose of the study after the course was completed. The students were offered a series of reflective techniques for critically evaluating the professional situations given in the course along with the standard syllabus. When exposing their speaking, they were supposed to exploit the reflective strategies as high-level critical thinking skills, sincerely evaluating and analyzing the professional situations.

Participants in the experimental condition who completed the ESP course with critical thinking tasks were expected to have a relationship between critical thinking skills and disciplinary literacy development. The attained data were treated by the IBM™ 26 SPSS software grounding on the research questions.

Instruments
Critical thinking skills development through reflective practice materials
The students were taught a series of lessons that addressed critical and creative skills development within professional situations. In the coursebook, speaking parts where the students had to develop an authentic situation and using the acquired lexis and language, the students were asked to apply reflective and critical thinking strategies showing their deep engagement in the professional situation. The aims of the lesson were:
• to be able to find the appropriate solution to the professional problem
• to be able to view a situation from a new professional perspective
• to be able to reflect on applying critical thinking skills and reflection strategies/language.

While pedagogical approaches to highlighting reflective practices vary across the specificity of vocational fields, there is consensus that the students need to use reflection by developing their critical overview of their knowledge, behavior, and beliefs, and by turning their personal practices into their potential practitioners' benefits (McLeod et al.). Other–research results reveal the key components of reflective practice as following: recollection, reflection-in-action, and mentoring process (Nuraeni and Heryatun). The analysis of principal practices in this area (Grohol; Robinson and Kelley; Luk) has led to a basic list of reflective strategies to be used in a vocational classroom:
1. Use your full attention to read or listen to an interlocutor.
2. Reflect before responding.

3. Make sure you understood what the other person meant by asking clarifying questions and getting a clearer idea about the situation.

4. Recognize the emotional side.

5. Offer alternatives.

6. Share your point of view, knowledge, or experience.

7. Request more information.

8. Ask questions the other person hasn't thought of, examine the assumptions, and consider other possibilities.

9. Take an objective stance.

10. Offer a different way of seeing things.

11. Get the other person thinking about the future.

12. Be respectful (World Learning).

Research shows that the ability to think critically and to apply reflective strategies is more easily acquired in the classroom by providing clear and explicit instructions (Marin and Halpern). So, the students received the list of reflective strategies and were asked to refer to the professional situations in parallel where possible.

Professional Problem Situations

The professional problems were taught within the ESP course for students of Law, emphasizing problem-solving skills, and grounding in the specific legal disciplines the students had been taught. For example, the students had to deal with authentic problems in interaction between a lawyer and a client, a lawyer, and a judge, and a jury.

Professional Problem Situation Example:

Student A: You are a lawyer. Ask Student B about:

• Recent calls

• Why clients waive attorney-client privilege.

Student B: You are a legal assistant. Talk to Student A.

Both students should apply reflective strategies in their conversations.

Emerging into a specific professional situation evokes both linguistic levers in communications and core skills as critical thinking skills necessary in a future-job environment.

Instruction

At the beginning of the course, the students were offered a test on reflective practice strategies (Annex A). After completing the course with the opportunity to practice reflective thinking strategies, they were tested with

the same questions. The specific vocabulary units were introduced during their ESP course grounded in the coursebook *Career Paths: Law* (Evans et al.), which focused on the development of vocational training in balance, engaging students in authentic efficient vocabulary work through reading, listening, writing, and speaking. The conversation practice in the course suggests role-playing techniques and modeling professional situations, so the students were supposed to add a reflective component to the job-oriented one in their disciplinary sphere. At the end of the course, in their summative control in speaking, the students were supposed to present their disciplinary-oriented role-playing speaking pieces exposing the reflection strategies and specific vocabulary units.

Data collection procedures
The results of the pre-test data were obtained at the first stage after completing the entrance test on professional vocabulary units and knowledge of reflective practice strategies.

Administration of the observation stage, pre-test reflective practice at the first stage, and post-test after the training was followed by the implementation of the independent variables, reflective practice, and vocabulary-specific language units at the first stage in all groups (Kadioglu-Akbulut and Uzuntiryaki-Kondakci; Oxford and Amerstorfer; Warren et al.). Then, the post-test reflective practice test was administered to the groups to determine if the reflective practice impacted the dependent variables: critical thinking and levels of professional competency. In this test, we used the same test on reflective strategies (Annex A). In contrast, the professional vocabulary varied, including more language units due to the discipline syllabus, yet, the test was designed in the same way and style as in the pre-test. A post-test rubric was used to assess reflection and critical thinking skills evidenced in student answers and their oral descriptions of critical professional situations. This design allowed for empirical testing of the second stage post-test results while also allowing for learning new insights about students' reflective practice (Kadioglu-Akbulut and Uzuntiryaki-Kondakci; Oxford and Amerstorfer; Warren et al.). The pre-test was carried out a few days before the instruction and the post-test two days after the lessons were completed.

The results taken from the pre-test and post-test stages on reflective strategies and speaking evaluation were analyzed according to the ELT speaking criteria, further transforming the gained grades into the points for

accounting for them in statistics justification. The points from the test, both pre-test and post-test stages, were inverted into the scale from 1 to 5, related to the levels from 'initial' to 'excellent,' where 'initial' refers to the lowest level, and 'excellent' refers with the highest one correspondently, which was used for descriptive statistics after that.

The dynamic of reflective practice strategies and professional vocabulary in the pre-test and post-test is illustrated in Figures 1-4.
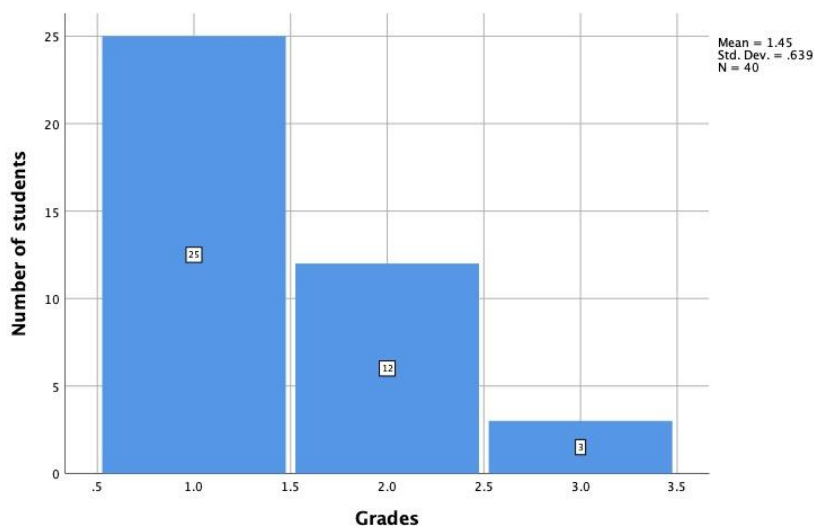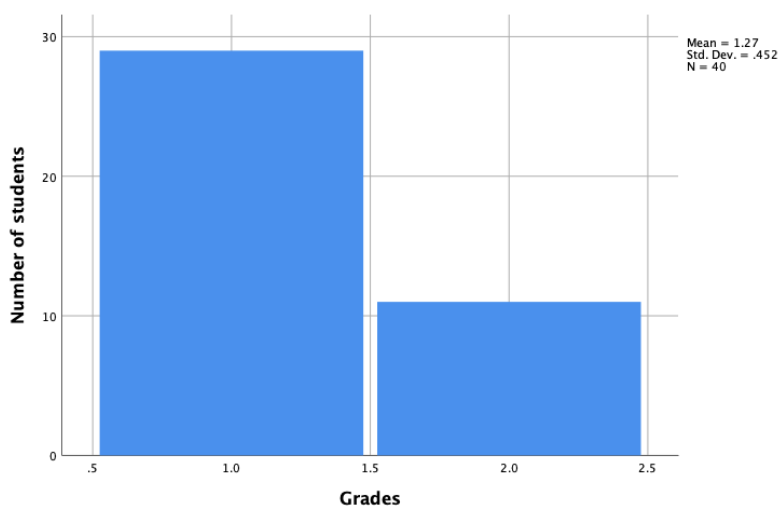

Figure 1. Professional vocabulary grades in the pre-test
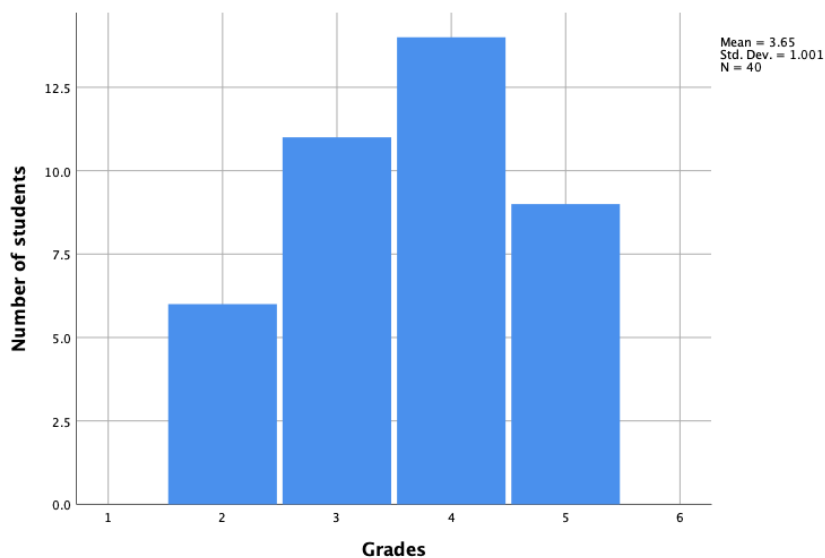

Figure 2. Reflective practice grades in the pre-test

Mean = 3.65
Std. Dev. = 1.001
N = 40

Figure 3. Professional vocabulary grades in the post-test
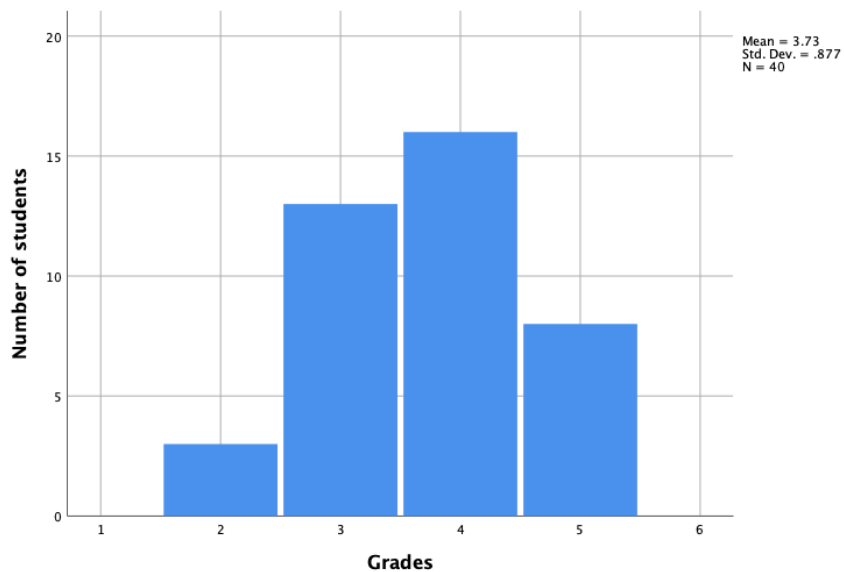
Mean = 3.73
Std. Dev. = .877
N = 40

Figure 4. Reflective practice grades in the post-test

Following our hypothesis about the influence of critical thinking on disciplinary literacy, which includes professional competency as a main

constituent, we assume a correlation between critical thinking strategies and professional competency development.

The variable sample has a normal distribution, and the effect size is significant for our research (Cohen's d =0.08, 95% Conf. Interval: -0.36; 0.52).

Having checked the correlation between our variables, we can determine a moderate strong positive correlation between the variables 'use of reflective practice' and 'use of professional vocabulary' in the post-test:r (40) = 0.73, p < 0.05, shown in Table 1 (Kiernan; DePaul University's Department of Psychology).

Table 1. Pearson's correlation between the reflective practices and specific vocabulary.

	Use of specific vocabulary pre-test	Use of reflective practices pre-test	Use of specific vocabulary post-test	Use of reflective practices post-test
Use of specific vocabulary pre-test	1.0000			
Use of reflective practices pre-test	0.3597 approx. 13% $r^2 = 0.12938$	1.0000		
Use of specific vocabulary post-test	0.6938 approx. 48% $r^2 = 0.48135$	0.3313 approx. 11% $r^2 = 0.10975$	1.0000	
Use of reflective practices post-test	0.5016 approx. 25% $r^2 = 0.25160$	0.5837 approx. 34% $r^2 = 0.34070$	0.7346 approx. 54% $r^2 = 0.539$	1.0000

Discussion

The aim of this study was to explore whether critical thinking strategies correlate with the disciplinary literacy, increasing professional competence. This study researched the potential role of critical thinking in reflective practices in influencing professional competency, particularly the specific

professional vocabulary in job situations by means of role-playing situations outlined by this study. The findings of this study report support our prediction: the more aware of reflective strategies the students are in professional conversations, the deeper the knowledge of professional terms and language units they demonstrate. Moreover, these findings support the notion that critical thinking along with reflective thinking skills as a high order critical thinking skills positively influence–professional performance (Bezanilla et al.; Clegg et al.; McLeod et al.; Merryland; Rönnlund et al.; Samsudin and Hardini; Sartori et al.; Shavelson et al.; Vero and Puka).

Consistent with the related studies on ~~in~~ the congruency of critical thinking and professional competency, our findings indicate the relationship between the usage of reflective practices as the techniques for high-ordered skills, and professional vocabulary usage in specific job situations, which is a component of the professional competence.

In the explanation to this research, we can say that the correct model of reflective strategies, awakens the mindfulness in using the right professional language and immersing in the similar to authentic professional environment. To our knowledge, this is one of the few studies demonstrating the relationship between reflective practices and professional development with the students of Law (Black and Plowright; Leigh; Roberts).

The results of this research suggest that developing professional competency, which includes soft skills and practical and analytical skills of the 21st century, depends, to a great extent, on critical thinking skills, notably, as this research thus illustrated, reflective practices integrated into the usage of the professional vocabulary.

The results of this study could provide future studies with some theoretical implications. Our study utilized an integrated theoretical framework with engaged high-order thinking skills and disciplinary literacy, revealing the meaning of critical thinking skills, reflective thinking strategies, and role-playing techniques for enhancing disciplinary literacy in the framework of professional performance development.

This study also makes several contributions to LSP instructors' and educators' practice in designing vocational training courses suggesting the reflective strategies element in enhancing immersion into professional situations and reviewing the learned material.

The results show that utilizing role-playing techniques with accentuated specific vocabulary and reflective strategies enriches the students' vocational training encouraging them and adding a motivational

factor to study. A communicational component of the vocational training course with critical thinking and reflective strategies provides better acquisition of the course and a deeper understanding of their future job client-centered practice.

Despite the theoretical and practical implications, this study has some limitations. The first limitation might pertain to a bias of the authors' personal view in designing the research framework. There are loads of possible flows of viewpoints in the scaffolding ground for making the review grid. Another potential shortcoming is gaps in literature searching which can lead to missing relevant research. Selecting studies only from peer-reviewed journals decreased the range of works on the topic from other sources. A third potential limitation is related to the components of disciplinary literacy in defining its meaning and the interpretation of the research aims. The true meaning of vocational oracy may be partially interpreted and based on a personal viewpoint. Moreover, we would gain more precise results if the sample could be more extensive. We did not measure individual attitudes and performance by using reflective practice in specific vocabulary classes, which could influence the results. And, we did not consider control variables in this study. Future studies may look at the effects of control factors like demographics and personality traits, which may impact the study's findings.

Opportunities for future research should develop a further framework for empirical research on assessing the factors influencing the growth of vocational training performance. This study can be a ground for doing the research by adding more components to impact the quality of professional performance in the specific context.

Conclusions
In general, this study contributes to the understanding of reflection as a high form of critical thinking for professional competency development. It is based on the mindful use of reflective strategies and professional language acquisition at ESP – Legal English classes with Law students. The study justified the assumption that critical thinking strategies build disciplinary literacy as the core constituent of professional competency. With the use of critical thinking strategies, professional vocabulary in the research was enhanced, showing a moderate strong positive correlation. Despite the limited number of students in this research, our study can be followed as a backdrop for other specialisms and further academic research.

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APPENDIX A

Test on Reflective Strategies

Written questions

1. You are unlikely to give meaningful feedback to someone if you do not fully understand what they are saying! You need to give your full attention to the other person to make sure you understand what they are saying.

_____

_____

TYPE YOUR ANSWER

2. If the speaker has not mentioned something, it may be because he/she does not think it is important. However, when you ask about that information, you may be able to show that there are other factors in the situation that could be important. Other excellent questions for promoting critical thinking include,

Why do think that was?

What do think the other person was thinking?

_____

_____

TYPE YOUR ANSWER

3. First, are you sure you understand what the person is saying? Next, what is it that this person needs to critically examine? How can you help him or her to do that?

_____

_____

TYPE YOUR ANSWER

Matching questions

1. When the other person answers you, he or she may become clearer about his/her ideas by explaining the situation better. Because of the wait time between responses in our written discussions, you might want to save

time. Instead of simply asking for clarification, you can restate or summarize what the other person is saying and see if they agree with it.

2. In critical thinking, we need to examine our assumptions, but it is usually quite hard to even realize what our assumptions are. Our assumptions and habits can make us forget the importance of some factors. For example, if a teacher sees a student frowning in class, he might automatically assume that the student is unhappy. A few questions from someone else might help the teacher consider other possibilities, for example,
Is it possible that that is just what she looks like when she concentrates?
How is her eyesight? Maybe she can't read what is written on the board.

3. It is important to first think critically on past experiences and what they mean, but when the time is right, it is also important to think about implications for the future. You can ask the person you are listening to what they plan to do in the future. If they have given some ideas but you have some other ideas, you might want to suggest alternative courses of action.

A. Ask questions the other person hasn't thought of.
B. Get the other person thinking about the future.
C. Make sure you understood what the other person wrote or said.

Multiple choice questions
1. All of these can also help the other person to consider other interpretations and perspectives.

      A.   Request more information.
      B.   Reflect before responding.
      C.   Use your full attention to read the posts or listen to your partner.
      D.   Share your point of view, knowledge, or experience.

2. Here we are really starting to get into the active work of encouraging reflection. If we can offer alternative interpretations, we are helping the other person see multiple points of view, which is at the heart of critical thinking.

      A.   Offer alternatives.

B.   Take an objective stance.
C.   Be respectful.
D.   Recognize the emotional side.

3. Reflective practice is hard work for everyone. There are always perspectives we haven't considered, and a lot of emotional issues connected to our work. It is important to respect the other person and choose our comments and questions wisely.

A.   Offer alternatives.
B.   Recognize the emotional side.
C.   Take an objective stance.
D.   Be respectful.

True/False questions

1. There are many emotions connected to experiences like teaching experiences and intercultural encounters. If the person you are talking to thinks you do not understand this, they may not want to discuss the experience with you. → Reflect before responding.

True / False

2. Many times people can't think critically about a situation because they are too emotionally involved. People who are not involved in the situation can help the other person think the event through when they offer an objective point of view. → Offer alternatives.

True / False

3. You can help the other person imagine someone else's point of view. → Offer a different way of seeing things.

True / False

 False