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THINKING CULTURE IN THE CLASSROOM: AN ANALYSIS OF STRATEGIES FOR DEVELOPING THINKING SKILLS IN ENGLISH

CULTURA DE PENSAMIENTO EN EL AULA:
ANÁLISIS DE LAS ESTRATEGIAS PARA DESARROLLAR
HABILIDADES DE PENSAMIENTO EN INGLÉS

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
Mención Lengua Extranjera, inglés

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Palencia, 11 de julio de 2024

ABSTRACT

This final degree project focuses on the analysis of several features that make up a culture of thinking in the classroom, especially the different uses of language that give rise to distinct thought moments, whether individual, in group, or whole class. This, in turn, is related to various proposed classroom activities that promote specific thinking skills and promote the acquisition of English as a foreign language. The proposal has been implemented in a school where a Culture of Thinking is encouraged through a series of factors. In conclusion, this study examines and establishes the keys to developing a classroom culture based on thinking skills acquisition through dynamics, routines, techniques, language, and in relation to multiple intelligences.

KEYWORDS

Thinking culture, thinking skills, language, multiple intelligences, routines, interactions, cooperative, decision making, problem solving, metacognition.

RESUMEN

Este trabajo de fin de grado se centra en analizar los diversos elementos que conforman una cultura de pensamiento en el aula, especialmente de los diferentes usos del lenguaje que dan lugar a distintos momentos de pensamiento, ya sea individual, en grupo o como clase. Esto, a su vez, está relacionado con diversas actividades propuestas de aula que promueven determinadas habilidades de pensamiento y favorecen la adquisición de la lengua extranjera inglesa. Se ha llevado a cabo esta propuesta en un colegio donde se fomenta la cultura de pensamiento a través de una serie de factores. En conclusión, este estudio examina y establece las claves para el desarrollo de una cultura de aula que se fundamenta en la adquisición de habilidades de pensamiento mediante dinámicas, rutinas, técnicas, lenguaje y en relación con las inteligencias múltiples.

PALABRAS CLAVE

Cultura de pensamiento, habilidades de pensamiento, lenguaje, inteligencias múltiples, rutinas, interacciones, cooperative, toma de decisiones, resolución de problemas, metacognición.

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1. INTRODUCTION

The following final degree project investigates the design and implementation of activities that continue to create a culture of thinking in accordance with the school where it is carried out.

This study includes the different thinking skills, language for thinking, cooperative and collaborative learning, an introduction to metacognitive techniques, and the different intelligences involved.

All this is done in order to create a classroom culture in which the students are the protagonist, teaching them to use different strategies and thought processes to generate their own knowledge and thus their autonomy.

All this is carried out by means of an intervention proposal in the fifth year of primary education in English as a foreign language, where the aim is for pupils to develop different types of thinking, whether individual, group, or classroom, in order to achieve a classroom where a Thinking Culture is created and where thinking is visible. At the same time, communicative competence is developed by using English as a foreign language in the classroom.

In this proposal, certain routines, roles, techniques, and resources are used to distinguish group, individual, and classroom thinking. Therefore, an analysis is established where the language is different depending on the type of thinking and the grouping reaching to individual thinking. The teacher's language also encourages the development of the students' thinking and the use of different resources where they develop different thinking skills.

This is done in order to create a culture of thinking where students feel part of the classroom thanks to positive relationships and interactions between students and teachers.

2. OBJECTIVES

The objectives that I, as a teacher must be able to achieve and are related to my final degree project, are as follows:

- To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other professionals in the centre.

- To encourage coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value effort, perseverance, and personal discipline in students.

- To collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for active citizenship.

- To maintain a critical and autonomous relationship about knowledge, values and public and private social institutions.

- To reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students

The general and specific competences that I, as a teacher must be able to achieve and related to my final degree project, are as follows:

General competences:

- Demonstrate to have and understand knowledge of education by applying the educational terminology, understanding fundamental psychological, sociological, and pedagogical characteristics of pupils and implementing teaching techniques across different educational systems and the curriculum.

- Recognize, plan, carry out and assess good practices of teaching-learning and to critically analyse and argue for the results of decision making in educative contexts.

- Collect effectively and interpret essential data, derived from their observations in educative contexts, to express their judgement with reflections about the aim of the educational praxis and use effective ways to search for information.

- Communicate information, ideas, problems and solutions to a specialized and non-specialized public in the Spanish language, in a foreign language, through the Internet and through interpersonal skills related with teamwork.

- Develop democratic values such as respect for human rights, intercultural reality awareness, solidarity, tolerance, justice, and peace toward various social groups and cultures.

Specific competences:

- To consider the cognitive, linguistic and communicative bases of language acquisition.
- To consider the Primary Education curriculum and the curricular development of the foreign language area.
- To promote the development of both the oral language and written production, paying especial attention to the use of new technologies as long-distance communication elements in a foreign language.
- To be able to stimulate the developments of metalinguistic/metacognitive and cognitive skills for the acquisition of new languages, through relevant and meaningful tasks.
- To progressively develop the communicative competence through the integrated practice of the four skills in the foreign language classroom.
- To be able to plan the teaching-learning process of a foreign language by selecting, conceiving and elaborating teaching strategies and types of activities and resources depending on the students' diversity.

The specific objectives of my final degree project that allow me to concentrate my line of research are:

- To analyse a Classroom Culture by looking at each of its features.
- To categorise different types of thinking depend on the language used.
- To promote Thinking Skills (managing Information; Thinking, Problem-Solving and Decision-Making; Being Creative; Working with Others; and Self-Management) in different dynamics.
- To contribute to the promotion of the thinking culture in the classroom with dynamics, resources and techniques.
- To develop a teaching learning process of a foreign language, selecting teaching strategies, activities and materials in order to promote thinking in class.
- To establish ways to allow students to be more autonomous giving them more responsibilities.

3. JUSTIFICATION

Perkins (1997) discusses the importance of preparing students to be effective **problem solvers** to make thoughtful decisions, and to enjoy a lifetime of learning.

The need to teach how to think is not new; there are already methodologies in the classroom that encourage this critical capacity, problem solving, and decision making. However, it is necessary to create a **classroom culture** where individual and group thinking is visible. Teachers must not only spread their knowledge and information, but also go further, that is, train thinking people to face today´s world.

Furthermore, as Helbert Putcha (April 2012) says, "not every child in every classroom will fall in love with English". What can teachers do to make them like it? Robert Dilts (1996) says that "a lot depends on the teacher's ability to create a world where students want to belong". Hence, if educators establish such a classroom culture, students are more likely to develop positive feelings towards the language they are learning and a sense of belonging to it.

Thus, it is possible to establish a culture of thought through language acquisition with positive interactions, in order to build meaning among others and learn better. Therefore, teachers need to give classroom opportunities that ask students to apply their knowledge in new situations, to effectively communicate their ideas and make rich connections with their classmates (and in school with the community). As a result, it becomes necessary to employ a **thinking-based methodology** in which educators guide learners in their own learning process. In this way, the development of multiple intelligences will also facilitate the integration of thinking instruction in the classroom. This enables us as educators to adjust to the various learning styles that our pupils possess.

According to *DECREE 38/2022, of 29 September,* the 8 key competences cover aspects closely related to the creation of a thinking culture, such as critical thinking, creativity, initiative, problem solving, risk assessment, decision-making and constructive management of emotions. Following the curriculum, these skills are needed in our society, along with **the ability to cooperate,** computational thinking or **self-regulation**. *These are tools to make what has been learned work in real time, to generate new ideas, new theories, new products and new knowledge.*

Language is the main medium through which we express our thoughts, ideas and feelings and enables us to communicate with others. Language helps us to organise our thoughts. This is why, according to the curriculum, the **communicative competence in language** and **multilingual competence** are defined as abilities to *identify, understand, express, create and interpret concepts, thoughts, feelings, facts and opinions orally, in writing and using visual, audio and digital materials. The development of these competences provides the basis for one's own thinking and subsequent learning in all areas of knowledge. It is also linked to reflection on the functioning of language in the discursive genres of each area of knowledge.[1]*

In addition, the **competence- based approach** that encompasses the curriculum not only involves the use of active methods such as experimentation, investigation but also aims to help students organise their thinking by encouraging reflection, criticism, hypothesis development and research through a process in which each student takes responsibility for their own learning and applies their knowledge and skills.

It should be pointed out that certain teaching methods are included in the curriculum, such as **thinking-based learning (TBL)** along with other methods. Especially with **cooperative learning** that allows students to develop a set of learning tasks based on question and/or problem solving, involving design and planning of learning, decision making and research processes, which gives them the opportunity to work autonomously, ending with the realisation of a final product shared with others.

The curriculum refers to the use of **routines** for learning based on **thinking skills and metacognitive strategies,** enquiry, research and analysis of information, analysis of the causes and consequences of human actions on the near and distant environment, collaboration, exchange and collective construction to achieve goals that are common to the group. Furthermore, learning processes are based on **language**, which is a tool of **thought** and social exchange.

The study aims to establish the relationship between some activities of my didactic unit and the development of the culture of thinking that already existed in the school. Following this approach of establishing a culture of thinking, I conduct an analysis of it and categorize it according to specific parameters, such as the type of thinking, language,

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[1] Personal translation

techniques, resources, or thinking skills, in order to serve as a foundation for future proposals.

4. THEORETICAL FOUNDATION

CULTURE OF THINKING

A Culture of Thinking, defined by Harvard University researcher Dr. Ron Ritchhart (2015, p. 31), *"a place where a group's collective thinking as well as each individual's thinking is valued, visible, and actively promoted as part of the regular day-to-day experience."*.

Thinking and **understanding** development is fundamentally a social endeavour, taking place in a cultural context and occurring within the constant interplay between the group and the individual. Social situations that offer the opportunity to communicate one's own thoughts and to understand others' thoughts enhance individual thinking. (Ritchhart, R., 2015, p. 315)

Following Ron Ritchhart (2015), he identified the eight cultural forces that shape culture: **expectations, language, time, modelling, opportunities, routines, interactions and environment.** As teachers with an aim to create cultures of thinking in our classrooms, we can use a variety of methods, including making time for thinking, developing and using a language of thinking, making the classroom environment rich with the documents of thinking processes, and making their own thinking visible.

Ron Ritchhart and colleagues David Perkins, Shari Tishman, and Patricia Palmer (Ritchhart, R., Church, M., & Morrison, K., 2011, p. 11) identify those kinds of thinking that are essential in aiding our understanding. They came up with the **following eight:** observing closely and describing what's there, building explanations and interpretations, reasoning with evidence, making connections, considering different viewpoints and perspectives, capturing the heart and forming conclusions, wondering and asking questions and uncovering complexity and going below the surface of things.

Therefore, it is necessary as teachers to know what kinds of thinking learners need in order to understand or solve problems effectively, allowing us to direct and promote different types of thinking in the teacher´s language and in our interaction with students.

As well as creating opportunities in the classroom for thinking in individual or in group and giving them time for it.

When it comes to **visible thinking** [2]in the classroom, teachers need to facilitate greater understanding among students. Another aim is to enhance students' engagement and independence. This goal is accomplished, at least in part, through the development of students' meta-strategic or meta-learning knowledge (Ritchhart, R., Church, M., & Morrison, K., 2011).

THINKING SKILLS AND PERSONAL CAPABILITIES

Developing pupils' Thinking Skills and Personal Capabilities (TS&PC) involves learning content knowledge and improving their skills in using that knowledge for a specific purpose. Thus, **thinking skills** *are tools that help pupils go beyond the mere acquisition of knowledge in order to deepen their understanding and apply ideas, generate new possibilities and make decisions as well as to plan, monitor and evaluate their progress (*McGuiness et al., 2007).

These thinking skills are Managing Information; Thinking, Problem-Solving and Decision-Making; Being Creative; Working with Others; and Self-Management.

Children get used to systematically applying their thinking skills, they will go through positive learning experiences, so they will gradually learn to enjoy more challenging tasks. As a result, their **self-confidence** will grow.

LANGUAGE FOR THINKING

*The **language of thought** (or the language of thought itself) consists of all the words and modes of communication that a natural language has to refer to the processes and products of thought. It includes words such as think, believe, guess, conjecture, hypothesis, evidence, reasons, motives, calculations, suspicion, doubt and theory, to name but a few. (Tishman, S. Perkins, D. Jay, E., 1997)*

School is the place where is expected to hear a lot of thought language as a tool of communication between students and teacher. There exist groups that possess a rich language that enables children to think more effectively and enhance their thinking abilities. The ability to utilize terminology such as reasons, conclusions, evidence and

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[2] Project Zero

opinions. However, we can find other groups that do not have this capability and who use a different kind of simple and limited language. How does this language of thought help learners?

The **language of thought** helps learners to organise and communicate their own thinking more accurately and intelligently. **Words** are instruments that create categories to think and to apply not only received information but also one´s own thinking. Furthermore, language provides the grounds for communication and reinforces the rules of thought, so that words say what kinds of thought are right and when they are wrong. In order for language of thought to become part of our classroom culture, teachers have to include four cultural forces in our class: modelling, explanation, interaction, and feedback (Tishman, S. Perkins, D. Jay, E., 1994).

- **Modelling**: it consists of practical demonstrations and examples that includes words and concepts from language of thought in regular classroom activities. This makes our own thinking appropriate and visible for students to observe.
- **Explanation**: it provides explanations of the use of thought concepts along with the purpose of them.
- **Interaction**: it gives opportunities for students to use terms and concepts of it in their daily interactions in the classroom. It means involving them in the good practices of thought with different members when they are doing different tasks, answering questions, working on problems o talking in class or in groups.
- **Feedback**: it provides positive feedback and suggestions on how to improve and encourage learners to do the same among them. This is done through a language of thought and information about the use of thinking words.

Therefore, it must be cultivated **predispositions** for thought in a culture thinking context. Some of them, that promote the good thinking are the necessity of wonder, ask, investigate; explore alternative points of view, to be broad-minded, flexible, to try new things and ideas, to be willing to play; to reason clearly and carefully; to organise one´s own thinking and to give time to thinking.

Furthermore, I would like to point out Herbert Puchta's view (2012), which makes reference to a model based on Vygotsky ´s theory. This highlights the central role that a

child´s language development plays in using language based on intellectual tools to understand the world.

Following this model, understanding the concept of cognitive tools and using in class can help us teach **literacy** more effectively. It was made for mother tongue literacy development, but it also works for foreign language classes.

VYGOTSKY´S THEORY

Vygotsky believed that language was an essential tool for communication and that culture and behaviour could be understood through language. Vygotsky (1978) also stressed the use of language for regulating mental activities and he connects the interaction between thought and language, that is, private speech, as the main link between social and cognitive experience.

According to Vygotsky theory, social interactions help children develop their language. Thus, there are three forms of language in the development process: **external/social speech, private speech and inner speech.** Inner speech is used for mental reasoning, and external speech is used to converse with others.

He suggests that young children use language not only as a tool for communication with others, but at the same time to self-regulate their own activities through planning and monitoring.

According to Vygotsky, **private speech** goes underground, transforming into a cognitive function (self-regulating) and becoming a verbal thought called 'inner speech', generally from the age of seven.

Inner speech is considered to be crucial in thinking and self-awareness, and helps in so many cerebral activities, such as planning, problem-solving, self-motivating, reading, writing, calculating and autobiographical memory. Vygotsky (1986) discusses thinking from a social perspective and emphasises the importance of language for articulating thoughts and that enabling the organisation of these thoughts in a conscious way (Allsop, Y. ,2019, p. 10)

COLLABORATIVE LEARNING AND COOPERATIVE LEARNING

In the creation of thinking culture, one of the most important aspects involved in it is **interactions with others.**

Collaborative and cooperative concepts are occasionally considered synonymous, and when students actively participate in a problem or situation, we can see the differences between cooperative and collaborative systems.

Oxford (1997) states that cooperative learning is more structured and directive to students about how to work in teams than collaborative learning. A cooperative learning lesson often begins with some direct instruction where the teacher presents new material, it involves students working together to reach a common goal under conditions.

During the group work, students often take on roles in order to help them feel responsible for participating and learning. Johnson & Johnson (1990) say that there are several conditions that promote cooperation. These conditions include **positive interdependence, face-to-face interaction, individual accountability, teaching of collaborative skills, and group processing.**

On the contrary, it is underlined that collaborative learning is less structured with open-ended and complex tasks that have no one specific answer and where the instructor is not the class authority but a facilitator for the group action (Jacob, 1997; Laal and Laal, 2012) (Andreu Andrés, M. Á., 2016). In collaborative learning, the ultimate goal is co-construction of knowledge shared among members of the group, for instance, in whole-class thinking as we will see below.

Effective cooperative learning is not only sitting pupils together and asking them to work in a group; but also, it is essential to apply structured approaches with well-designed tasks lead to the greatest learning goals. This is one of the approaches which promotes talk and interaction between learners.

Another aspect that we need to consider is the competition between groups, which could be used to support pupils in working together more effectively. Nonetheless, an excessive emphasis on competition may result in learners focusing on winning rather than achieving success in their learning.

In addition to this, the benefits of cooperative learning include enhanced thinking skills, more self-motivation to learn, higher self-esteem, greater respect for others and improved attitudes towards learning (Slavin, 1995). Cooperative learning helps enhance thinking, acquisition of information, communication and interpersonal skills, and most

importantly, self-confidence (Johnson & Johnson, 1994) (Alghamdi, R., & Gillies, R., 2013, p. 19).

Furthermore, students experience a greater sense of emotional security by being able to articulate their opinions and ideas.

ASSESSMENT FOR LEARNING: METACOGNITION

The concept of assessment for learning (AfL) extends the potential of formative assessment. It emphasises the child's active role in his/her own learning, in that the teacher and child agree what the outcomes of the learning should be and the criteria for judging to what extent the outcomes have been achieved (National Council for Curriculum and Assessment, 2007, p. 9). In this type of assessment, two ways of assessment stand out: self-assessment and peer. **Self-assessment**, a fundamental aspect of the monitoring and prediction process of metacognition, **is** inherently imbued with emotional content.

Originally, Flavell (1979) described metacognition simply as "thinking about thinking" and emphasized the role of metacognition in managing cognitive activities. More specifically, Taylor (1999) defines meta- cognition as "an appreciation of what one already knows, together with a correct apprehension of the learning tasks and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic thinking".

There are two main stages of metacognitive thinking according to Metacognition and self-regulation; The first is the inner dialogue that constantly asks questions while you are engaged in an activity and the second stage refers to reflection, looking back and asking yourself. In this process, students can control their thinking, so they can use a variety of different thinking strategies when they need them. In this process, the inner speech intervenes, and its purpose is to control thought and behaviour. This allows students to become more aware of their thought processes in general and their cognitive decision-making in particular (Zakin, A. ,2007, p. 10). Moreover, several other studies also argue that private speech emerges from interaction with self or others, transforms into inner speech and is crucial for both metacognition and self-regulation (Berk and Winsler, 1995; Winsler, Diaz, and Montero, 1997) (Allsop, Y., 2019, p. 181).

According to Flavell, learners need to understand the concepts and then they know how and when to apply the skills to new situations. For this, it is essential to reflect on one´s own thoughts, in other words develop metacognitive skills. Thus, students can improve their learning by being aware of their own thinking and regulating their activities.

When students develop their metacognition, they organize mental processes internally by visualizing the steps through dialogues with oneself. This is basically directing them to use their **internal voice** to talk with their 'self'. Learning by articulating their thoughts through language, learners regulate their mental activities when designing solutions, making decisions, and classifying appropriate strategies to accomplish a task. This conversation element makes thought visible and manageable.

Flavell (1979) argues that metacognition is fundamental for learning in many areas such as oral communication, oral comprehension, reading comprehension, language acquisition, writing, memory, social cognition and problem solving.

MULTIPLE INTELLIGENCES

The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970 s and early 1980 s. Gardner (2000) defines intelligence as a "biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture"

The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinaesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1999).

As for the intelligences developed in the creation of a classroom culture, I point out, above all, the **linguistic intelligence** that is an ability to analyse information and create products involving oral and written language such as an oral presentation, group´s discussions, or narrative text. The **bodily – kinaesthetic** also intervenes in classroom culture and is an ability to use one´s own body to create products or solve problems, such as catch a puppet. **Logical- mathematical** can be associated with what is called 'scientific thinking'. It is often used in the analytical part of problem solving, when they make connections and relationships between seemingly separate pieces of information, when

they discover patterns and when they engage in planning, prioritisation and systems thinking (Davis, K., Christodoulou, J., Seider, S., & Gardner, H. E., 2011).

Learning social skills requires our students to develop both interpersonal and intrapersonal skills. These skills include being able to understand others' feelings, seeing what might happen if they do something wrong, and changing it in a positive way. They also know how emotions work and how to deal with them. One of those intelligences that has been highlighted is **interpersonal intelligence.** Such intelligence is vital in cooperative learning, and working in cooperative groups provides students with opportunities to deploy and develop this intelligence.

Language teaching activities based on Howard Gardner's theory of Multiple Intelligences allow us to achieve the objectives of language teaching through various means that go beyond language. In the classroom, we find different types and styles of learning, and thanks to multiple intelligences, we can reach all of them, motivate them, and help them develop their thinking. Multiple intelligences are aimed at teaching students how to think.

EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) introduced the term "emotional intelligence", and it was described as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990).

Emotional intelligence can be understood in its four key competencies that enable a person to perform at his/her optimum in any situation (Goleman, 1995).

- **Self-awareness or self-knowledge** refers to the ability to be aware of one's own emotions and patterns of behaviours
- **Self-management** refers to the ability to manage negative or destructive emotions effectively.
- **Motivate yourself is** the ability to marshalling emotions in order to achieve a goal.
- **Social awareness** is the ability to be aware of others' emotions and behaviours.
- **Sharing positive relationships and experiences with others** in a way that increases learning and life satisfaction describes the relationship management.

Teachers need to understand how students feel to create a positive environment. This includes knowing what students need, who thrives with specific responsibilities, and who leads during transitions. Teachers should also make sure that all students feel like they belong in the classroom.

Emotional intelligence means **creating a safe and supportive environment** where students can thrive. Educators can help their students learn better by creating routines, making sure everyone is included, and teaching how to control emotions. Teachers can build a classroom that not only helps students succeed academically, but also helps students grow emotionally and be resilient.

Certain emotional intelligence aspects appear on the curriculum in the shape of contents such as self-awareness, personal decision-making, managing feelings, empathy, communication, responsibility, group dynamics, conflict resolution.

THE LANGUAGE ACQUISITION

In some activities, the language is introduced through the use of instructions or commands which learners respond to with movement. The physical movement is used to internalise actions, instructions or sentence order through imperatives. It is the way to reinforce vocabulary and comprehension.

This is similar to the acquisition of a first language; in that it occurs through a parallel process. Language acquisition refers to how people develop the ability to understand and use the language (Alario, C., Guillén, C. & Vez. J.M., 2002). The discourse addressed to the youngest children in their first years of life, through their mother tongue, uses the imperative, framed in meaningful interactions centred on the here and now. According to Littlewood (1984), the characteristics of adult language addressed to babies should be based on repetition, short sentences, limited vocabulary, and speaking slowly and clearly (Alario, C., Guillén, C. & Vez. J.M., 2002, p. 211).

Therefore, trough the analysis of some authors such as Bruner (1961) (Language Acquisition Support System (LASS), that believes that children are born with an ability to develop language, but they require regular interaction with their teachers to learn and understand it to a level of full fluency. Bruner distinguish three types of representation(thinking); Enactive representation (action-based), iconic representation (image-based) and symbolic representation (language-based). This demonstrates the

importance of language development trough games based on movement. The movement is essential to the spatial memory, so in the proposal, respecting the **silence period** of our students, we allow us to carry out meaningful verbal productions and a gesture as an answer. Therefore, it is related to situations that enable recall and generate communicative strategies.

I used motor games or identification games, where the goal is to achieve the silence period rules through repetition of movement and verbal production. This enables the development of comprehension schemes and activity structuring that let students make predictions about what will happen.

This help learners to use language for meaningful purposes and communication and involve working together and socializing.

COMPETENCES

Thinking and language are closely linked; the thinking skills involved in all the competences, such as **listening and understanding, responding and speaking, oral interaction, and written interaction** (Council of Europe, 2001) are involved in the study of English. Thus, it is related to the thinking skills and aspects that intervene in the creation of a culture of thinking, which I am going to tackle further.

These competences are developed in all the activities that create a culture of thinking in the classroom, especially some of them, such as **speaking**, which is worked on to a large extent in group thinking, or reading, which is more individual thinking.

These competences also foster a culture of thinking because, by encouraging active **listening and understanding**, students develop skills in processing information, analysing different perspectives, and constructing knowledge, particularly in large group and collective thinking. The use of language allows students to express and share their ideas and thoughts, or to debate, in order to foster the consolidation of knowledge in an oral way. **Written interaction** focuses mainly on the presentation of ideas in a more elaborate and reflective way, and on constructive feedback.

5. DESIGN

SCHOOL PREMISES

The centre where I did my internship has a specific methodology that has made it easier for me to work on creating a culture of thinking in the classroom through a proposal of activities. This has led me to reflect on and analyse my classroom proposal in light of the school's efforts to foster a culture of thinking.

Based on the **most important premises** included with in this institution to create a culture of thinking, I developed the following steps that students do in order to continue with the **thinking culture.**

Interactions

In this school, as a culture shaper, **interactions** form the basis for relationships among teachers and students, students and students, and teachers and teachers. Interactions knit together the social fabric that binds individuals in community. The school interactions among and across group members help to define the emotional climate, tone, or ethos of a place. In this culture of thinking, teachers' interactions with students show a respect for and an interest in students' thinking while providing for their development as valued, competent individuals able to contribute effectively to the group. (Ritchhart, R. ,2015, p. 220)

Therefore, this school has established **social norms** that reflect the principles, and the aspirations of the school which facilitate the promotion of responsibility. Teachers can refer to such shared standards within the classroom.

Cooperative and collaborative learning

They have scope to work towards fostering a true **community** of learners. A whole-school focus on **collaborative learning** should include consideration of the norms expected and the routines followed. A positive classroom culture develops in which all pupils feel valued, accepted and part of the group. School promotes a shared identity among pupils and foster a sense of belonging to the class that promotes **a positive culture** through teamwork activities that strengthen relationships among pupils and construction of knowledge.

The team seating arrangement is just one indicator of the **cooperative** approach to learning that will unfold in this school considering the conditions as I previously

mentioned. So, all classes are organised in small groups of 4 or 5 people, so that they can help each other and, above all, evaluate each other in order to achieve autonomy, independence and develop metacognition (Flavell, 1979). However, it is required to make the groups in the class, at least once per term, the students change places in the classroom.

Besides this, to create a culture of thinking it is necessary to foster **routines of listening,** which have been agreed upon across an entire school. These routines take little time to teach and learn. However, they do require consistency of application. Without consistency, management routines quickly break down.

These routines usually have been **management routines,** set up at the beginning of the school year to ensure the smooth running of a class. For instance, getting students' attention, this is something teachers have to do for almost every lesson, particularly if students will be working in groups. It is helpful to have a routine to facilitate this. One of these routines is implemented is class, yes, class-class, yes-yes. Others, when teachers clap a pattern, sound a chime, or raise their hand in silence waiting for students to raise their own hands and grow silent in response.

The methodology NLC

The school is organised in such a way that everyone follows their process to teaching. Therefore, the centre has its own **methodology called NLC (New Learning Context)** and with its own books. Learning is done through research, experimentation, and cooperation. It is done through what they call **welcome, seminar, workshop, and project** [3] programmed in each course.

This methodology is founded on **the principles of interiority; inner language, verbal thought, body language to regulate behaviour** and developing **thinking skills** in social settings. In this way students become aware of the process of building their thinking process when developing Cultural awareness (creating a School Culture).

In particular, the importance of the **construction of thought,** which is reflected in activities such as comparison through Venn diagrams and reflections on the learning process or the class itself.

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[3] The **welcome** where they prepare students to live. The S**eminar** is the place where the meeting between the person and the knowledge takes place. Then, the **workshop**, which is the area in which the students are the protagonist of their own learning in relation to the artistic, physical education and music. Moreover, the **project**, which is the interdisciplinary principles and the cross-curricula integration of knowledge based on personal experience.

This methodology is combined with a bilingual model in the first years of the stage with its own project that promotes bilingualism in areas such as Arts, PE (Physical Education) and Sciences thanks to the **CLIL (Content and Language Integrated Learning)**, centred on the students and awakening interest in learning based on the usefulness of learning and its connection with reality, having a functional character. These values are fostered through a classroom management strategy, the choice of learning materials that reflect social diversity and plurality.

This **system** is based on the foreign language learning and the important point of this is scaffolding related with **strategies, structures and support activities** that offers the teachers to the students to build their own knowledge such as graphic organisers, model **metacognitive awareness, problem solving, opportunities to use new terms**.

Teachers are familiar with a diverse range of thinking strategies, and they make extensive use of graphic organisers to assist students to better manage, organise, record and recall their thinking giving them also thinking time. In relation with this, they take in account the 4 cs: culture, content, cognition, and communication.

Resources

The school in order to create a culture of thinking for students have created materials according to the curriculum and innovative theories. One is the **specific seminar book that** is similar to a traditional book. In it, we find the theory necessary for teaching, as well as exercises that complement it. However, these have specific pages that measure the children's development, learning, and achievement, such as thinking routines like see, think, wonder. In addition, they applied organizers, for instance Venn diagram to foster the development of thinking skills through awareness, using visual thinking and graphic organizers.

Another one that they have developed, is the **project book** in which students recorded and became aware of their own learning process up to the final task of the project week. It included individual and cooperative exercises as well as space for **reflection and critical thinking**, usually about some current problem or reality.

Classroom context

The class where this analysis pretends to focus on primary education classroom, more specifically in 5th year class, where I developed my second training period. Both A

and B, although my tutor oversaw the 5th A grade, but the bilingual subjects were given to both courses following the **co-teaching program**.

Both groups (A and B) are separated by a sliding glass door and consist of glass walls and doors. These allowed you to see between classes, and it is evidence of the values that are promoted in this school: we are a community, and it is based on their methodology (co-teaching).

Both classes are very interested in video games, sports and even fashion. In general, strong friendships are established in the classroom from an early age, although conflicts sometimes remain. Some pupils are confident in their ability to learn, while others doubt their abilities. Students in 5th have demonstrated the ability to understand and use common phrases and expressions and have acquired a basic vocabulary related to everyday topics. However, their fluency and accuracy may vary.

Both groups show a remarkable enthusiasm for playful activities and games, using English as a means of communication in different situations. This active interest is a positive indicator of their commitment to language learning. In terms of group work, although challenges and conflicts sometimes appear, these moments provide valuable opportunities to learn how to work as a team and how to (re)solve conflicts.

Furthermore, following all these premises I have designed **activities** to promote students learning according to the development of the thinking skills through English as a vehicular language encompass with the school premises of thinking culture. With these activities, learners develop different uses of language depending on the **grouping (collaborative thinking, individual thinking, big group thinking)**, in relation to personal skills and capabilities to experiment with ideas, take initiative, learn from mistakes, work collaboratively and become more self-directed in their learning. It is important, therefore, fostering the ability to regulate and enhancer their own learning along the interactions among them.

COLLECTIVE THINKING

Work in groups is a type of thinking that promotes cooperation, routines, roles and responsibilities, a type of language used, and specific thinking skills boosted.

Students´ roles

The proposed method has a clearly defined grouping that is changed once per trimester, which I have had to consider. So, I applied **a collaborative learning with roles.** The roles (speaker, moderator, recorder, material manager and timekeeper) are different tasks and **responsibilities** in the team *(appendix I).* Structured group work activity to create a lot of opportunities and make function effectively. The **functions** of the roles are:

- **Speaker**: This is the member of the group who is responsible for communicating the group's ideas and decisions to the others. Their role is to make sure that the views of the group are heard and understood.

- **Moderator**: This member is in charge of leading the group discussion. Their role is to make sure that all members of the group have a chance to speak, and that the discussion stays focused on the topic.

- **Recorder**: This member is responsible for taking notes during the activities. Their function is to document the ideas and decisions of the group.

- **Material manager**: This member of the group is in charge of carrying the material that the group needs for its work. Their role is to make sure that the group has everything needed to carry out their task effectively.

- **Timekeeper:** This member is responsible for keeping time. Their role is to ensure that the group keeps within the time allotted for the task.

Routines

*As a culture shaper, routines represent a set of shared practices that constitute a group's way of doing things (*Ritchhart, R., 2015, p. 171). Routines whether they are for management, participation, discourse, instruction, learning, or thinking, help minimize confusion, reduce uncertainty, and direct activity along known paths.

In essence, the routines in this school have become established patterns of behaviour for individuals, groups and the school. Within these learning communities, the inclusion of cognitive and learning routines plays a crucial role in directing, guiding and supporting the learning and thinking process. Routines require interaction between teacher and student (or among students) and also serve to positively reinforce interpersonal communication and social skills (Colvin & Lazar, 1995) (Kaser, C. H., 2007, p. 2). Thus, collective thinking fosters different kinds of routine:

- **Interactional routines**: these routines provide students structures for positive interactions in the groups such as *listening to each other, sharing, turn-taking, adopting particular roles and responsibilities, showing fairness and respect, and helping others (CCEA, 2019, p. 4)*

- **Instructional routines**: another type of routine which captures the style, approach, tools, practices, and procedures that teachers in the school use for carrying out instruction (Ritchhart, R. ,2015, p. 192). According to the classroom management and groups´ routines that the school has, it stands out in instructional routines, especially **listening routines.** With them, students are able to learn from demonstration and modelling to follow the rules. I also included one routine this *hocus pocus, let's all focus*, to attract their attention, or at the beginning of the class I said *3,2,1,* students sit down to carry out the class.

- **Thinking routines** are content-free cognitive scaffolds that support the educators in emphasizing thinking in their classrooms. Thinking routines can help make **thinking visible**. They are methods of reflection that are repeatedly applied in classroom activities. They play an important role in organising and systematising thinking, and they can become an integral part of the learning process in a given subject. These routines are simple and have a few steps that help to focus attention on mobilising thinking and generating a strong scaffolding for developing understanding.

Some routines have been programmed in each seminar and they are used repeatedly. This will give learners the confidence to use them more independently.

These routines provide structures and scaffolds that must be deliberately activated, initially by the teacher and later by the learner, and then consciously deployed to achieve specific goals. According to *Project zero* (s. f.). classification, I have identified these types of **thinking routines** as being part of my proposal:

  - Introducing and exploring ideas: routines that help students to start thinking. For instance, zoom in, sentence -phrase-word, name-act -describe.
  - Synthesizing and organising ideas
  - Digging deeper into ideas
  - Giving feedback
  - Self-reflection
  - Engaging with others

Language

There are some kinds of language related to certain skills and some aspects that shape collective thinking:

- **Language of identity** as a way of framing the activity. This language helps students assume **cooperative roles**, that I mention before, which goes well beyond merely having a certain knowledge base at one's disposal to actually engaging in the thinking and key processes that are important in these areas. Thus, improves their motivation, attention because they engage students' members of the class with some responsibilities (Ritchhart, R. 2015, p. 74)

    In using **the language of identity,** we are not only placing students in a specific role with an attendant set of behaviours and ways of operating but also tacitly rejecting other roles. Especially, I am rejecting the role of teacher as deliverer of information and students as passive receivers. Thus, learners to feel accomplished and in control boosting an **autonomous learning**. *According to the language of identity, there is the **language of responsibility**, places them at the centre of our actions and locates them as agents rather than victims (Kegan & Lahey, 2001) (*Ritchhart, R. 2015, p. 84)

- **Negotiation skills**: Collaborative work provides opportunities for students to learn **negotiation skills** and develop a **sense of fairness and respect**. These skills contribute to their general social and emotional development. Within the group, pupils need to develop a language for discussing their thoughts, respecting differing viewpoints, and reaching a consensus on the correct answer. This kind of language use involves critical and analytical thinking skills. As well as **persuasive and argumentative language** to convince others of their ideas.

- **Social and cognitive skills**: In collaborative work, they adapt their behaviour and language to tackle with different people and situations (emotional intelligence). There is also the **language of trust** (Maslansky, West, DeMoss, & Saylor, 2010), which focuses on how one builds rapport and connection with others to assist in working toward shared goals. Students learn how to agree and disagree and understand that people have different opinions. The dialogue that results allows pupils to develop social and teamwork skills as claimed by McGuinness, C. This,

therefore, links closely with **Personal Development and** learning that can be discursive, reflective and collaborative.

- **Planning and organisational language:** Working in a team also involves students coordinating their efforts to complete the task on time. The role of the timekeeper implies that they need to use the planning and organisational language.

- **Communicative skills:** The group dynamics also helped the students develop their communication skills in English, which allowed them to generate a non-verbal language to describe and communicate with others. This is the **language of community,** which aims to learn with and from each other in a cooperative and non-competitive way.

At the same time, the students develop **linguistic intelligence** (Gardner, 1999) by setting up discussions in working groups about whether it is old or new, also to create a collaborative thinking on a group level. For this, students take the time needed and given to think through the collective information produced, highlights the notion of building understanding in a collaborative way through putting forward their thoughts, questioning one another, and developing the ideas further in order to boost their **independence** and **social skills.**

Work in groups is designed to enable students to work in groups and in turn develop **collective understanding, language and thinking**, requiring **comparison, discussion and modification of ideas.**

In other words, learners need a **collaborative language,** so they listen actively and share opinions; they develop routines of turn-taking, sharing and cooperating; They also take personal responsibility for work with others and evaluate their own contribution to the group; respect the views and opinions of others and reach agreements using negotiation and compromise.

In most of the activities that I have proposed students are organized in **groups** encompassed with school methodology, so the aim of cooperative work is to create rich work learning experiences involving definition of each group member´s role and scaffolding of language and content interaction with the new terms instead of learning them only with the book. As a result, students in the group provide each other with

feedback and help each other think about what they have said, which has an impact on their reflections.

Techniques and resources

1. **A visual tool** that circles in different colours for classifying into two categories (old and new), in this case, in blue the oldest ones and in red the newest ones, using logical thinking. Additionally, this activity associates old and new adjectives with adverbs (before and now) using colours to represent different meanings (old and new) generating a colour code, working on visual thinking.

2. **Time** is essential when working with many pupils and many groups for them to be able to control how long they would take without the teacher reminding them. Managing time (from self-management), especially if the pupils are working relatively independently, in groups requires one member of the group to be the timekeeper. This enables set goals, plan, self-organise, self-motivated among students. For them, time is a constraint, and it requires quick thinking. (McGuiness et al., 2007, p. 8).

3. **The Participation Points System (PPS)**: This is a technique adapted to the proposal made by the author Jeffrey, D. M. (2003), for motivation and recording participation. Therefore, it is a strategy that I have implemented to encourage learners in using English and to cooperate with others to achieve different challenges in a specific time. Thus, points for each group have been recorded using the interactive whiteboard.

4. **Riddles for descriptions** are a method by which students provide clues about the device's function, colour, and shape. The riddle technique encourages students to engage more actively and relish the learning process. According to Davis, as mentioned in Rahmawati et al. (2022), students can acquire vocabulary by playing riddle games, which can help them identify the meaning and spelling of words. Students are able to retain word meanings and correct spellings by employing the riddle technique (Trisnawati, T., Mertosono, S., & Jamiluddin, J. 2023, p. 295).

5. **Flashcards** are a very useful resource. They are created with the picture on one side and the word on the other side recovered with a red frame. All flashcards have the same colour in order for students to associate with them with the same group/category. They are used in small groups for guessing game.

6. **Mini whiteboards for formative feedback:** The use of mini whiteboards in groups, so that pupils can state their answers, allows all pupils to contribute. Some are then selected to be read aloud, or a wrong answer quickly identified to create meaningful learning. They're also forced to collaborate because only one person can write, so everyone has to feed into that. This is a cooperative group dynamic.

Thinking skills activities

According to McGuiness et al. (2007), I have proposed some activities that promote students thinking skills in group setting, focusing on **managing information, thinking, problem-solving, and decision-making, being creative, working with others, and self-management.** I have applied activities based on selecting, classifying, comparing and evaluating information encompassed to their methodology NLC. It also characterised by getting deeper into the meaning of things.

1. <u>**Managing information: Classify and compare.**</u>

For **categorising skill development**, I used an activity in groups; in a sheet of paper, they had to find the devices that they would put in a time capsule and circle the ones they thought were old in red and the ones they thought were new in blue (*appendix II)*. This activity asks learners to observe the image with lots of things, find the specific devices and develop predictions in classifying into old and new. For this reason, it is connected to the objective of the thought process, particularly in introducing and exploring ideas Project Zero's Thinking Routines Toolbox called zoom in.

Students use analytical and comparative language to make connections between concepts and categorize based on two adjectives (new and old). This entails comparing items and identifying relationships within each category. I gave them eight minutes to complete this. Moreover, each group's members demonstrated **organizational thinking** abilities by classifying the words into two groups.

According to develop other thinking skills apart from managing information, students need to think, communicative effectively and collaborate. They also make some decisions taking into account lots of different devices´ aspects and possible answers, considering classmates´ perspective.

During the group discussions that will occur, students use language to discuss and reach a consensus about which electronic device is old and which is new, involving

critical and analytical thinking skills. As well as persuasive and argumentative language to convince others of their ideas with **communicative, social and negotiation skills** that come with, as I mentioned previously.

2. <u>**Managing information: Describe**</u>

Following the activities model in NLC methodology, this activity consists in describing the technological devices of the flashcards *(appendix III)*. This routine can be used to enhance close looking, develop descriptive language, and working memory. This activity is used to help students notice and describe an image, object, or observed event in ever increasing layers of detail like the thinking routine (Name, describe, act) corresponding to Project Zero's Thinking Routines Toolbox.

For this, I create a new pattern of discourse based on a descriptive text: *It is……(colour), it is…. (size and shape) and we use to…(function),* using adjectives for the characteristics of these technological devices (size, colour, shape, old or new, function). Then the rest of the students in the group, have to guess the word. In this activity I promote their listening and speaking skills. While describing, the students made connections between old and new devices, which developed their **analytical and critical thinking skills.** Students also use **inferential language** to make assumptions or conjectures based on the descriptions they hear.

The student who describes new terms have developed their **communicative** skills including non-verbal language and the rest of the members in the group have discussed their different points of view through their social, negotiation skills.

Cooperation with partners is essential for guessing terms. Additionally, students have the chance to visually and dynamically explore new words and formulate English structures, phrases, and words related to each device.

3. <u>**Thinking, Problem- solving and decision - making**</u>

Both dynamics integrate with the NLC methodology in engaging learners in an active learning and thinking. One of them required students to work in groups for a duration of five minutes to construct a three-word sentence, a four-word sentence, and a five-word sentence *(appendix IV).* I focus on the language, specifically the present perfect verbs and technological devices terminology. Once students have these words, they must recognize them and resolve the challenges in a cooperative approach. For this purpose,

the learners utilized a sheet containing diverse words of varying sizes. They attempt to create as many sentences as possible considering the number of words.

The other one is called 'Pass the envelope,' which is played in groups. In this game, each group was given an envelope with words that they had to put together to make as many sentences as possible in one minute *(appendix V)*. After that, they passed the envelope to another group and received another envelope with different words, repeating the same dynamic.

Students analyse given words that they are familiar with, and they also recognize patterns and structures within the words to explore different ways to express the ideas. Both of these tasks require critical thinking and problem-solving skills. Students must decide how to best use the words they have been given with the premise that is included in the present perfect simple. The number of words and all the words of the envelope are included.

Both activities have the same aim as a thinking routine called **sentence-phrase-word.** Through their conversation, they have listened to the ideas of their phrases. They were also able to pull up their thinking together collectively and enhance their **creative thinking** skills in sentence formation.

In relation to language, pupils talk about their ideas, opinions, and they need to agree in sentences. This creates a thoughtful atmosphere where students compare, analyse, remember, and put into practice the grammar theory. Therefore, students use persuasive and argumentative language to convince others by using arguments, as I mentioned before. They need to communicate with the other members of their team, so they can come to an agreed decision (**decision-making**).

BIG GROUP THINKING

The goal of thinking culture is to create a dynamic group of people who feel that they are learning together and creating something greater than anyone could produce on their own. This does not mean that people are unaware of their own individual growth and development, but that they are especially aware of how closely their learning is linked to that of the group. There is a connection with several levels:

- Connection to the task at hand.
- Connection to the subject of study.

- Connection to the leader or facilitator.
- Connection between group members.
- Connection to the learning process.

The development of thinking and understanding is fundamentally a **social effort,** occurring in a cultural context and within the constant interaction between the group and the individual. Social situations that encourage communication of one's own thinking and understanding of the thinking of others enrich individual thinking (Ritchhart, R., 2015, p. 5)

Dewey (1916), Vygotsky (1978), Bruner (1996), Henry (1963), Glasser (1968), and Rogers (Rogers & Freiberg, 1994) all stressed that learning is a social endeavour in which our interactions with others not only support the learning process but are inseparable from it (Ritchhart, R., 2015, p. 203). The idea that transformative learning is more likely to happen in community than in isolation is at the heart of much of this theoretical work. Such communities are mostly democratic in nature and emphasize mutuality, support, connection, and shared decision making. This is encompassed with the school premises and principles.

In addition, **classroom culture** plays a crucial role. It not only sets a tone for learning, but also determines what is learned. The messages conveyed through classroom culture teach students what it means to think and learn well. In other words, these messages are a curriculum in themselves, teaching students how to learn and different ways of thinking.

In terms of classroom interaction, both the teacher's questions, the students' conversations and classroom discourse contribute to the culture. The multiple sources of language in the classroom (teacher, books, Internet, peers and students' own language) are also tools for thinking. (Nystrand et al. 1997; Wertsch, Tulviste, and Hagstrom 1993), as mentioned in Johnston, P., 2004, p. 60.

It is also essential to point out some features of a big group thinking, such as pauses, coughs, sighs, frowns, postures, and so forth. These features are all part of our language, along with the way we organize the classroom, the activities we design, and the resources we make available. All are involved in the classroom discourse and interact

with one another. Children understand language and themselves within the context of it all (Johnston, P., 2004, p. 77).

Whole class thinking entails some aspects, such as routines, relationship with the teacher, and language.:

Routines

- **Interactional routines** structure contact between teachers and learners, as well as between learners and learners. However, they are not limited to language and discourse, but deal with the interchanges that take place between teacher and learner. For example, raising one's hand to make an intervention is a default routine we all have, but it is certainly not the only way of structuring question and answer interactions.

- **Instructional routines,** particularly listening routines, which transition students from talking to silence by, for instance, raising their hand and making eye contact to raising their hand and remaining silent, structure the interaction between teachers and students.

Teacher-learner relationship

Building relationships with learners is fundamental to good teaching, and it is important to do this from the beginning. Teachers cannot wait until later to build those **connections**; by then they may have lost students.

Teachers need to create a qualitative experience of time for their students that allows them to transition from other classes, connect with the English teacher and with each other, and focus on the new class. These actions indicate that teachers are present and in this, students see the preparation and are recognised as individuals (Ritchhart, R., 2015, p. 90).

Teachers must *"provide opportunities for students to have a formative role in the classroom"* (Pianta et al., 2012, p. 374) (Ritchhart, R., 2015, p. 219). This means that students know that their contributions are important to the class and help shape the lesson. Create an atmosphere in which students' thinking is developed, respected and shared among everybody. This makes it possible to build solid relationships between pupils and between pupils and teachers, as is the aim of the school where the proposal is implemented, which makes it possible to consolidate a culture of thinking.

All these elements interact and give meaning to language and the learning process as a whole.

Teacher´s language and roles

In this type of thinking, the teacher's language plays an important role in guiding the thinking, depending on the purpose of the activity.

The language of the teacher with their students' needs to be a **language of thinking**, to create a culture of thinking in the class and show them how to use, for example, a think aloud strategy, the type/form of self-communication the students themselves could employ when engaging such thinking (Thomas, G. P., 2021). Using the language of thinking, the teacher demonstrates to the students how to engage in the internal dialogue necessary for the mental operations related to the thought words. This enhances the metacognition of thought processes.

For this, teacher asks good questions to prompt learning and deep thinking. However, these meaningful questions arise from the objectives we have set and from our planning. Thus, questions can be **reviewed** questions to recall prior knowledge, **procedural** questions to guide classroom activity and management, **generative** questions to provoke inquiry, or **constructive** questions to promote understanding (Ritchhart, R., 2015, p. 221)

In the language of the teacher, **the language of feedback and praise** should be noted. Praise is an effective control mechanism for just these reasons (Lampi, Fenty, & Beaunae, 2005). Carol Dweck (2007) suggests that "praise is intricately connected to how students view their intelligence" (p. 34), and therefore praise of one's abilities may produce a burst of pride but ultimately be detrimental to learning. However, praise is not feedback; our words have to take on an instructional role, providing the learner with information related directly to the learning task at hand (Hattie & Timperley, 2007). So, feedback, which means comments that identify what the learner has done well and what still needs improvement, and then give guidance to help the learner achieve that improvement (Ritchhart, R., 2015, p. 81).

According to Putcha, H. (2012), *the classroom discourse that arises from this work creates the need for 'scaffolding'*. The teacher also has a role as **listener** and will

need to actively listen and provide positive support to the speaker as language emerges, while also helping other learners understand the speaker's contributions.

Most important is to help your students **develop a thinking habit** where they approach all tasks in a thinking way and develop the habit of responding to challenges and solving problems. Teachers can interact with learners in various ways to help them to achieve the next layer of knowledge, skill, thinking or understanding, this is known as the zone of proximal development, ZPD (Vygotsky, 1978). In addition to this, another goal of a teacher is to know about students thinking and to push their thinking to deepen their reflection.

When students explain their actions and plans, they have a chance to review and clarify those plans for themselves. Often, they will make adjustments or identify problems just through the talking out of their actions (metacognitive process). For us as teachers, students' responses provide valuable formative assessment information.

In an activity´s explanation, the language is different, based on clear instructions to the learners about grammatical structures and the relation to other verb tenses they have already worked with in terms of structure and meaning, I am talking about **the instructional language.** This applied to provide clear instructions to learners on how to perform the activity involving a series of actions, gestures and their association with each other. This ensures clarity of language and speaks of a logical approach to sequencing information. This language in the form of instructions written in the imperative which obliged them to give physical responses.

Then, according to Chilcoat & Stahl (1986) and Denton (2007), in order to direct large group activity there is **the language of direction**. This language focuses on being precise, clear and concise so that we are understood (Ritchhart, R., 2015, p. 84).

To support the explanation, use **visual language** through colour to help learners remember and understand grammatical structure. This involves the use of colour coding for each category in a sentence, which helps learners internalise the order of words in sentences. As well as through the resource as a **mediator** of deduction by the pupils of the different colours and categories.

Language

The development of **emotional intelligence** is an essential factor in creating a classroom culture and it can be expressed through the language, as I mentioned before. One of the elements is the ability to give verbal and non-verbal messages whether they are thoughts or feelings.

Activities that are done with the whole class, promote **communication** between pupils and teacher, in which children raise their hands because they want to feel part of the classroom.

When students are in a large group, they need to apply a number of characteristics to their language, especially tone, voice and clarity, as it will be shared with their peers. They should not turn their backs on their peers so that everyone can hear them. Through a **language of community**, students generate possible solutions, try out alternative approaches and evaluate outcomes through a language of community.

It is a **shared language** and there are no good or bad thoughts, no bad or good ideas, just different ones. It is necessary that the language be shared in the creation of a culture of thought. They need to listen actively to others and share opinion collaboratively **(the language of listening).**

As Tishman, Perkins and Jay (1997) claims that **the language of thought** helps learners to organise and communicate their own thinking more accurately and intelligently. Words are instruments of precision. They create categories with which to think, categories to apply not only to information received but also to one's own thinking.

Techniques and resources

1. **Systematic color-coding** This technique, based on Maria Montessori's method and her colour coding, has been used to facilitate the reading and assimilation of different grammar categories such as subjects, auxiliary verb (have/has), past participle, adverbs and the rest of the sentence. Colour can help students differentiate, retain, and transfer knowledge and, according to Ozelike (2009), pay attention to critical information for meaningful learning (Caudill, 2024).

2. **Motor games (rhythms, jumps, movements) and identification games:** technique that helps students internalise new words from the seminar. Students also connect the learning material with their own experiences and previous

knowledge, in which learners are actively engaged in language learning by demonstrating their listening comprehension through body movements. Therefore, as teachers, we give the learners the opportunity to acquire the language of instructions and other more complex forms of language. Students respond to verbal productions with gestural language, non-verbal language.

3. **Puppet**: it is a mediation tool utilized in a learning situation to inquire indirectly, rather than directly. This is the method of enhancing the individuality of learners by not requiring them to participate and by providing them with an incentive to take the stuffed animal.

4. **Question and answer**: it is a technique I applied to involve students in classroom dynamics. It focuses on asking students to answer sets of questions randomly by throwing a stuffed animal at them.

Thinking skills activities

According to the Northern Ireland Curriculum (2007), following the same line than in collective thinking, I have proposed some activities that promote students thinking skills in whole group, focusing on **managing information, thinking, problem-solving, and decision-making, being creative, and self-management:**

1. <u>**Managing information: Observing closely and describing what's there**</u>

During this activity, the **puppet** (mediator) is passed to the students, who must respond with a new term they have previously encountered based on memory. The role of the mediator is to engage students who typically do not actively participate in the classroom. Students initially recall the terms by saying the word. However, I then raise the challenge by providing clues, prompting them to guess the word. This technique involves **modelling**, wherein I explicitly demonstrate the process and strategy of describing, thereby making our own thinking visible for students to learn from and adopt. Finally, they provided clues, which required students to guess the technological device.

To understand something, students must notice its parts and features trough teacher´s language, being able to describe it fully and in detail. In this analysis students also have to identify and break something down into its parts and features. Therefore, it is one of the previous activities to think about the features and characteristics of the technological devices.

2. **Managing information: Making connections and sequencing**

To reinforce students' understanding of the structure of the present perfect simple, a colour association is employed in this verb tense´s explanation (*appendix VI)*. I have sticked different colour cardboard categories while I was explaining either affirmative, negative or interrogative. This explanation is paired with **questions** to recall the tense that they have learned previously (when do we use past simple?), procedural questions (what is the first word do you put in an affirmative sentence?), generative questions (Can you think of real-life situations where the present perfect is commonly used?) or constructive (Could you provide an example sentence using the present perfect?).It means to use the language of thought to go deeper into the explanation and to think about why we use this verb tense.

The **visual learning technique,** rooted in neuropsycholinguistic, connects with the word types previously used to explain the past simple. Specifically, I utilize a cardboard resource (the mediator) that I had previously prepared. This resource encompasses the three forms (negative, affirmative, and interrogative) and the verbs we had already covered in class.

3. **Managing information: Classifying, sequencing and comparing**

In this activity, cardboard pieces representing the structure of the present perfect simple are created in five distinct colours. Students recognize linguistic patterns and apply their acquired knowledge. To enhance **kinesics intelligence**, I invite 4 or 5 students (depending on whether it's the affirmative, negative, or interrogative form) to come to the front of the class. Each student receives a card in one colour. Assuming the structure we want to practice is *subject + have/has + past participle + complements*, each card includes a word from each category: pronouns, have/has, past participles of different verbs they have encountered, and complements.

The activity serves to sequence and discern the sentence order through logical thinking, following grammatical rules. Students must consider word meanings and how words combine. Additionally, the **systematic color-coding** visually highlights the sentence order, fostering kinaesthetic awareness of each category's position within the sentence.

In this activity, **the language of feedback** plays an important role, as the students are the ones who assess among themselves and see where the mistake is in a more visual way. The teacher can even ask questions to help them understand whether the sentence would be correct or incorrect, and to help them achieve and understand the placement and order of the sentence.

This activity takes on these processes sequence, sort, classify and compare different categories of words (subject, auxiliary verbs, past participles, adverbs and complements) in order to generate possible solutions, test alternative approaches and evaluate results among students. Therefore, it also assumes that these additional **decision-making** processes are necessary, as students must engage with others and consider their perspectives, which is an additional significant aspect.

4. <u>**Managing information: Making connections**</u>

To internalize the new seminar words, an activity has been devised that fosters **verbal thought and inner speech**. In this activity, learners associate terms (actions) with corresponding gestures to enhance memorization and recall, thereby developing kinesics intelligence. When introducing these new terms, I used the "2+1-1" technique, where I introduced two terms, and the students repeated them. When I made a gesture (illustrator) with the hand corresponding to the term, the students identified the action I was doing. In this way, I worked on kinaesthetic intelligence by making a connection between the movement and the term

The actions—move up, move down, move right, and move left—are framed as instructions from a syntactic perspective, utilizing imperative verbs. During this activity, students engage in a movement game. Following a period of silence, they generate meaningful verbal expressions, prompting a gestural response. This approach facilitates memory retention and cultivates effective communication strategies among students.

This activity also assumes another thinking process such as self- assessment because it allows to correct their movements if they make a mistake, so they are aware of it.

INDIVIDUAL THINKING

In this thinking culture in the classroom, there is also an individual thinking in students that is developed in some activities apart from collective thinking and big group

thinking. Certainly, students need to recognise the different mental strategies required for the tasks, which meant **metacognitive process.**

Language

This type of thinking achieves with the support of teacher language. In this case, I have implemented a language of thinking to explain the thinking graphic organiser that students have to complete, I have used the correct terminology for thinking and demonstrate how students should apply the thinking words, for instance, "let´s compare the videogame before and now". This is a method to students internalise the words and they also give specific instructions to follow their thinking process following a written structure. Secondly, providing explanations of a language of thought entails directly teaching the meaning of the terminology and its correct usage.

Moreover, it is as a keyway they can make their child's thinking visible. In the classroom, this practice makes the thinking visible to both the child demonstrating the thinking as well as to others. This technique, according to Paula Denton (2007), is known as "reinforcing language," which is used to call students' attention to the things we want to emphasize and recognize. Teachers should only talk about things that matter to a child's development or the group's goals.

Using thinking questions, thinking frames or thinking diagrams, graphic organisers can also help to bring thinking into the open and make the steps involved in a particular type of thinking more explicit. Thinking frames and graphic organisers enhance thinking by; placing the focus on the thinking process; *giving teachers a tool to teach directly for thinking; giving pupils a scaffold or guide to help them focus on one step at a time; slowing down thinking; making thinking visible; and providing an external record of the thinking process for pupils and teachers to evaluate and reflect* (McGuiness et al., 2007).

When learners verbalise their written ideas, they have the opportunity to revise and clarify them on their own. Often, they will make adjustments or spot problems simply by talking about their ideas either in front of the class or by preparing to record their presentation. Here a **metacognitive process**, crucial for independent learning, is involved, be it open, evident and visible.

Thinking and Metacognition

Considering the two definitions of Flavel (1979) and Taylor (1999) about metacognition, that I mentioned previously, students have to identify what one already knows and does, which meant, plan their learning, monitor their progress towards learning goal and then evaluate their outcome.

Learners incorporate thinking reflection time and ask themselves about what they have achieved in relation to the lesson objectives, which makes learners more metacognitive. In addition, the use of the **language of thinking** supports learners' metacognition in both its reflective component and its planning aspects through graphic organisers (Self-regulation).

The students are aware of their **thinking process through the inner speech.** The more they learn, the more they can control such matters as goals, dispositions, and attention. Self- awareness promotes self-regulations.

It is necessary to consider the relation between **metacognition and intrinsic motivation,** above all, in this analysis, students´ awareness of their learning enhances their control over their learning, but also manages one´s own motivation for learning. This is due to providing learners with positive feedback, as well as focusing on the process of learning not the outcome, promoting expectations of success and as I mentioned before reflecting on their own thinking and learning process.

I have used various tools and models to work on metacognition and self-regulation in the classroom, such as assessment rubrics, checklists, thinking in voice, and a model for emotion regulation during presentation.

Techniques and resources
- **Graphic organiser** is a tool for visual representation of knowledge that helps learners structure information by arranging the important aspects of a topic into patterns through levels or sections. They can be used to sequence events, compare ideas, classify information, and show relationships.
- **Colour coding** is a technique that supports learners in the creation and production sentences choosing each word from the colour category. As this technique has been utilized previously, it has been incorporated into this activity as a guide for sentence construction based on logical thinking.

- **Self- awareness raising** is a tool to encourage learners to use metacognitive strategies and increase students´ participation in class. This helps them identify their strengths and areas for improvement, which contributes to the development of metacognitive and self-regulating processes.

Thinking skills activities

According to the Northern Ireland Curriculum (2007), following the same line as collective thinking and whole group thinking, I have proposed an activity that promote individual thinking, focusing on **managing information, thinking, problem-solving, and decision-making, being creative, and self-management.**

1. <u>**Managing information, decision-making, problem-solving, creative thinking**</u>

This final task involves the production of an oral and written analysis of a video game, focusing on identifying similarities and differences between the game in the past and the present. The activity requires deep thinking about comparisons and contrasts. **Graphic organiser diagrams** are used to clarify the steps or components involved in writing a narrative text, as well as the thought process followed when making word choices *(appendix VII).* So, a graphic organiser diagram has been used to develop strategies in learners about how the thinking process is in writing a text, not only this process, but also including several processes such as comparing, contrasting, drawing conclusions about changes. First, I have given them some content instruction and details about the method or process they should use.

Moreover, the graphic organiser is structured in paragraphs: the videogames options, introduction, comparison with before and after of the videogames, then the conclusion: what things have changed. All this was to work on and develop the textual coherence, organisation, and structure of an expository text. The graphic organiser, aid students in structuring their writing around the key concepts of the presentation, thereby utilizing the thinking processes for narration and text construction.

By examining the rules, characters, and visuals of video games, students analyse what has remained the same using the present perfect simple structure and what is different between its past and present states. They provide reasons for these differences and thoroughly analyse the characteristics of the video game, including its characters, rules, and visuals.

The goal of this final task is to create a narrative, comparative text that establishes associations between different word categories using **logical thinking.** This approach aims to reduce learners' overreliance on dictionary use. Then students have to do an oral presentation in a video and share with each other, and they evaluated among them.

2. <u>Self-management</u>

During my internship, I developed an activity to help learners become more confident in speaking English in order to promote metacognitive strategies. The **self-assessment** raising *(appendix VIII)* has 6 aims that they can achieve during the class, which are related to speaking and understanding skills and rules in class. Moreover, since self-assessment involves both reflection and evaluation of one's own performance, it is intended to give students an opportunity to feel a sense of control over their own actions and to develop positive attitudes towards learning, thus increasing motivation (Paris and Paris, 2001) (Goto Butler, Y., & Lee, J., 2010, p, 8). It is a learning log that can help students record their successes and also encourage them to reflect on their challenges in class.

In fact, students use language to understand when and where they are achieving a given task. When students become aware of what is actually under their control and what they can do, they begin to see progress. This helps us to be aware of their personal strengths, limitations and interests; set personal targets and review them; review learning and some aspects that might be improved; and be aware of the process of learning'; 'knowing what we know and what we don't know'. Therefore, by using this self-awareness-raising resource, students' **thinking becomes more visible,** fostering better thinking and learning.

- I do my English homework
- I work well with my classmates (working with my classmates)
- I use at least 10 new words (Managing information)
- I ask or answer a question (Managing Information, Thinking, Problem-Solving and Decision-Making)
- I produce sentences orally (Managing Information)
- I follow teacher´s instructions (Managing information)

For a better **awareness** of the thinking process along with the self-awareness-raising tool, I employed the **language of teacher**, as previously mentioned, to notice and name something specific that learners had done well, describe, classify, categorise it. This approach enables both the child demonstrating the thinking and others to gain insight into the process.

In the oral presentation, students put into practice **2 types of assessment**: **self-assessment and peer assessment** *(appendix IX)*. This is required to create a thinking culture: assessment, revision and reflection.

Learners regularly self-evaluated their work (**self- assessment**); this was done through a checklist they evaluate their performance in the oral presentations. In this case, I used one of these in relation to the previous closing assignment, which involved an emotional assessment to measure their feelings during the presentation.

Peer assessment is formative feedback where learners mark or comment on each other's work. Through a checklist with marked criteria, they evaluate themselves after watching the video of the individual presentation. This approach, in which they evaluate themselves in pairs according to criteria related to the use of verb tenses, new terms, loud and clear tone, organisation. The two pairs then explain their evaluations and suggest a specific improvement.

6. RESULTS

The intervention proposal has been favourable, as the students have successfully achieved the objectives established throughout the activities regarding thinking skills and have continued to foster a positive classroom culture.

It can be concluded that, through the different interactions, three ways of thinking have been worked on: individually, in groups, or as a class. In addition to a number of "language moves" (Ritchhart, R., 2015) that facilitate the creation of a culture of thinking in class, as well as a series of parameters (routines, roles, relationship of teacher, techniques, and resources).

However, by using materials that promote critical thinking, students are able to avoid solving the tasks in a repetitive and memorized manner, as evidenced by the evaluations I have made of the final task (oral presentation through a narrative and

comparative text) through a rubric *(appendix X)*. Although learners were not familiar with the format, the results were still good. However, when they had to create a coherent text, they were able to give meaning and sense to the sentences thanks to the different dynamics I had previously developed with the pupils on sentence construction. They also used logical thinking to tackle with the task.

Not only the resources and activities, but also the implementation of routines and thinking skills in the classroom facilitate individual and collective reflection of primary school students, promoting an environment of exchange and contrast ideas. This enables students to organize their thinking in order to automate complex cognitive processes.

This analysis allows me to categorise the aspects and factors that are involved in a thinking process. It is fair to point out that language is the way for thinking, communicating, socialising, negotiating, persuading. In the above activities, the goal was for students to learn by thinking and being aware through resources that visualised thought processes.

It has been found that creating a culture of thinking in the classroom encourages learners to become more confident in their English language skills. It's also true that in order to see more pronounced effects in their autonomous development, role development or the use of self-awareness- raising tool required more time to implement.

In the classroom, students are given opportunities to reflect, but we must ensure that there is a culture of thinking. In what manner can we accomplish this task? As previously discussed in this study, thinking dispositions should be created through games, dynamics, routines and supported by different uses of the language.

In conclusion, the objective is to incorporate critical and creative thinking into the teaching of curricular content such as English, as well as the establishment of an open and participative culture within the educational institution.

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8. APPENDICES

APPENDIX I

Cooperative Roles

APPENDIX II

Paper sheet to find gadgets.

APPENDIX III

Flashcards with red colour and the written word behind the flashcard

APPENDIX IV

MAKING SENTENCES

have haven't just Video games have
gone has We **yesterday** MP3 player
time capsule buried photos gone laptop
already last week stamp
started paused found that **in** had
letter moved write tapped computer
a lot of banknotes hasn't the
money opened your friends **spent**
they with was paid receipt on
played were been has
when is you memory stick and
a **music** holidays listened
video call have computer game to

Sheet to looking for words and building sentences

APPENDIX V

Game: "Pass the envelope"
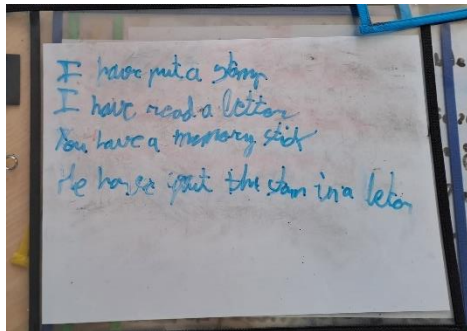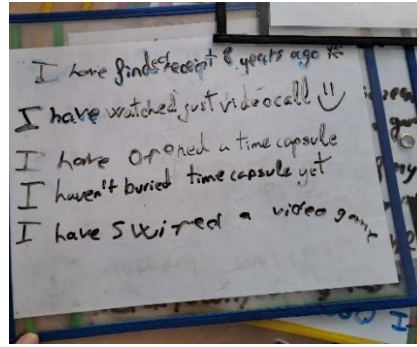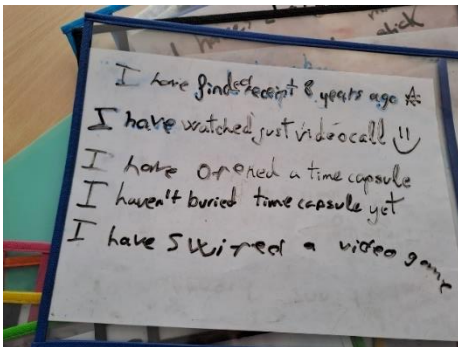
Some of the results´game

APPENDIX VI

Cardboards of different colours

APPENDIX VII
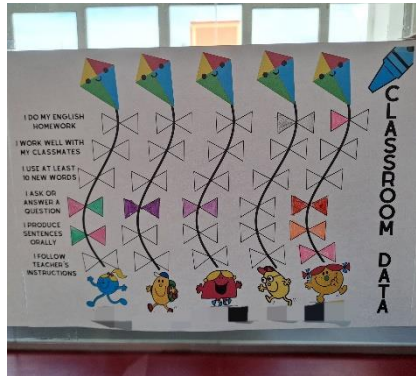

Narrative and comparative text for video game presentation

APPENDIX VIII
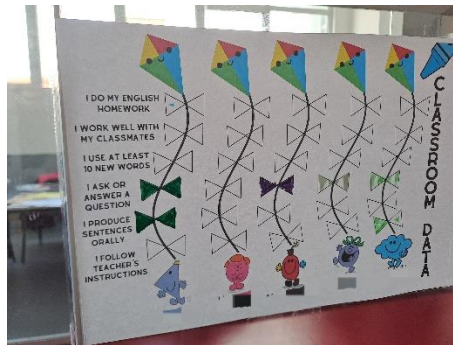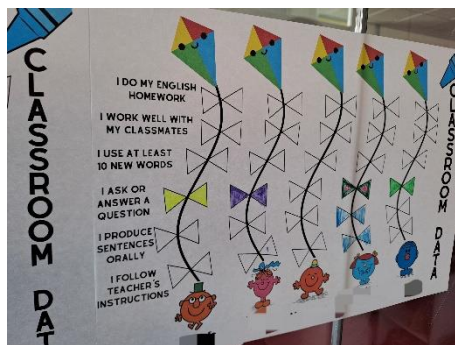
Self- awareness raising

APPENDIX IX

Self-assessment and classmate´s assessment

APPENDIX X

Oral presentation Rubric 2

CATEGORY	EXCELLENT (4)	GREAT (3)	GOOD (2)	OK(1)
VOCABULARY	USES MORE THAN 10 WORDS WITH CORRECT SENTENCES, EXAMPLES.	USES AT LEAST 9 WORDS WITH CORRECT SENTENCES OR EXAMPLES.	USES 5 WORDS IN SENTENCES, EXAMPLES .	USES NO OR 3 VOCABULARY WORDS.
GRAMMAR	USES IN THE 3 VERBS IN THE PAST, 3 VERBS IN THE PRESENT AND 3 VERBS IN PRESENT PERFECT TENSE IN A CORRECT WAY	USES 6 VERBS IN THE PRESENT PERFECT, PAST AND PRESENT WITH CORRECT SENTENCES	USES SOME VERBS IN THE PRESENT PERFECT SIMPLE BUT NOT IN A CORRECT WAY, ALSO, USE VERBS IN PRESENT AND PAST TENSE	USES NO OR FEW VERBS IN THE PRESENT PERFECT OR INCORRECT USE
ORGANISATION	STUDENT PRESENTS FACTS IN A WELL-THOUGHT-OUT ORDER AND MAKES THE PRESENTATION ENTERTAININGFOR THE AUDIENCE	STUDENT PRESENT ALL THE FACTS IN ORDER BUT HE /SHE MISS DETAILS	STUDENT PRESENT SOME OF THE FACTS IN ORDER.	STUDENT PRESENTS INFORMATION OUT OF ORDER .IT IS UNDER FOR THE AUDIENCE TO UNDERSTAND
PREPARATION	STUDENT IS COMPLETELY PREPARED AND HAS OBVIOUSLY REHEARSED	STUDENT SEEMS PRETTY PREPARED BUT MIGHT HAVE NEED A COUPLE MORE REHEARSALS	STUDENT IS SOMEWHAT PREPARED BUT IT IS CLEAR THAT REHEARSAL IS LACKING	STUDENT DOES NOT SEEM OF PREPARED TO PRESENT
SPEAKS CLEARLY	SPEAKS CLEARLY AND DISTINALYALL THE TIME AND MISPRONOUNCES NO WORDS	SPEAKS CLEARLY AND DISTINALY ALL THE TIME BUT MISPRONOUNCES A FEW WORDS	SPEAKS CLEARLY AND DISTINALY MOST THE TIME AND MISPRONOUNCES NO MORE THAN ONE WORD	OFTEN MUMBLES OR CANNOT BE UNDERSTOOD OR MISPRONOUNCES MORE THAN A FEW WORDS.
VIDEO	EDIT THE VIDEO AND ADD SOME USEFUL EXTRA INFORMATION	EDIT THE VIDEO AND ADD SOME EXTRA INFORMATION	EDIT THE VIDEO BUT THERE ARE SOUND OR PICTURE MISTAKES	NO EDIT THE VIDEO

Rubric to evaluate the videogame presentation