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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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en Pedagogía del Idioma Inglés.**

Theme: USE OF FILM TO IMPROVE CRITICAL THINKING

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2022

TUTOR APPROVAL

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I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: “**USE OF FILM TO IMPROVE CRITICAL THINKING**” investigated by Diego Sebastián Mazón Solís with I.D No. 1802905628 , confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “USE OF FILM TO IMPROVE CRITICAL THINKING” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

My dear Family, my father Oscar, who supported me financially throughout my endeavours, to my loving mother who gave me her tips on how to become a better teacher, and to my beautiful sisters Gabriela and Gianela who were always there for me when I needed guidance.

Diego Sebastián

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TOPIC: “USE OF FILM TO IMPROVE CRITICAL THINKING”

AUTHOR: Diego Sebastián Mazón Solís

TUTOR: Dr.Mg. Wilma Elizabeth Suárez Mosquera

ABSTRACT

Films are pedagogical tools which are crucial for improving critical thinking skills. The purpose of this research analyzes the influence that films have on the critical thinking skill. The participants of this research were 22 students from 7th semester at Universidad Técnica de Ambato. Also, this was a qualitative and quasi-experimental research. Furthermore, all the information was collected during three stages which were: pre-test, treatment, and post-test in 5 sessions. The pre-test contained 5 questions, and it was a test applied by the researcher and verified by experts. It was important to grade the pre-test with a rubric made by Center for Teaching, Learning and Technology at Washington State University, with a maximum possible grade of 42 points. After that, in the treatment stage, the researcher showed power point slides with information about elements of films, YouTube videos to give examples and worksheets to verify what they had learned, and of course the film “Stand by me”. At the end of the research, the researcher took the post-test which was the same as the pre-test. The average of the pre-test was of 22,4 over 42 points. Meanwhile, the post-test average was 24,4 over 42 points. Finally, the results demonstrated that students increased their critical thinking by using films and even though the sessions were not enough, with a longer period of treatment the experiment would have had a more noticeable improvement.

Key words: Films, critical thinking, and students.

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RESUMEN

Las películas son herramientas pedagógicas cruciales para mejorar las habilidades de pensamiento crítico. El objetivo de esta investigación es analizar la influencia que las películas tienen sobre las habilidades de pensamiento crítico. Los participantes de esta investigación fueron 22 estudiantes de 7mo semestre en la Universidad Técnica de Ambato. Esta es una investigación cualitativa y cuasi-experimental. Además, la información de esta investigación fue recolectada en tres etapas: la prueba previa, el tratamiento y la prueba posterior, en cinco sesiones. La prueba previa contiene 5 preguntas, fue creada por el investigador y verificada por expertos. Fue de gran importancia usar una rúbrica para poder calificar la prueba. Esta fue realizada por “Center for Teaching, Learning and Technology at Washington State University” y tiene un total de 42 puntos. La siguiente etapa fue el tratamiento, en la que el investigador mostró diapositivas con información acerca de los elementos de las películas, hojas de trabajo para practicar las habilidades de pensamiento crítico y la película “Stand by me”. Al final de la investigación, el investigador tomó la prueba posterior. Este fue la misma prueba que la prueba previa. El promedio de la prueba previa fue 22,4 sobre 42 puntos, mientras tanto el promedio de la prueba posterior fue 24,4 sobre 42 puntos. Finalmente, los resultados demuestran que los estudiantes incrementaron sus habilidades de pensamiento crítico, aunque las sesiones no fueron suficientes. Dado un lapso más amplio para aplicar el tratamiento, hubiera habido una mejora más notable.

Palabras clave: Películas, pensamiento crítico y estudiantes

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

This investigation is about films as a good pedagogical tool which can help teachers carry out a class and for students to learn in a meaningful and significant way. Films are an exceptional way to improve students' critical thinking in any level as films not only help students improve their critical thinking, but they develop relevant skills such as listening, acquiring new vocabulary, expressions, idioms, and so forth. (Sánchez-Auñón & Férrez-Mora, 2021). Also, films help students` be able to express themselves grammatically and phonologically. As mentioned before, films can be used for a variety of reasons, such as increasing grammar, refining listening skills, decoding, and interpreting, Furthermore, films can be applied to students from all levels as they could be motivated by the teacher to learn in a meaningful manner. As a result, students will develop and increase one of the most important skills which is critical thinking.

Lanta, Ecça, Asyanti, and Tahir (2019) led a study to verify the effectiveness of the use of the documentary films to promote critical thinking. The population were 72 students from a senior high school. This was a quantitative study in which the students were divided into two groups or classes X IPA1 the experimental group and X IPA 2 the controlled group. After that, both groups took a pre-test to examine their abilities. Then, in the experimental group students were exposed to documentary films to foster critical thinking skills. The films shown portrayed real people, locations and events. Meanwhile, the controlled group didn't receive any treatment. Later, a post-test containing 20 questions over 100 points in total, was applied. According to the results, the experimental group got 91.76 points in the test, while the controlled group got 70.95 points.

Furthermore, it is important to notice that the students from the experimental group could remember the information from the films. On the contrary, the controlled group did not focus on learning the information. Therefore, it is possible to affirm that films help students' critical thinking.

Yuni, Bariyyah, Soejantoe, and Pambudi (2020) directed research to examine the application of films to enhance problem solving abilities in students. The population of this research was of ten students from Junior High School, who were selected by using a technique called purposive sampling. Those participants had a low level of problem solving. This was an experimental study in which, a pre-test and a post-test was applied to a single group of students. The tools used in this investigation were content reflection sheet, a self-reflection sheet, a 39-item-problem-solving-scale, and movies. Furthermore, there were four sessions, two hours long. The researcher took the pre-test which showed low results. After that, in the first session the researcher played the film called "Petualangan Sherina", when they finished watching the movie, the researcher directed a discussion and question-answer session by using the content-reflection and self-reflection sheets. At the end of this meeting students learned to solve problems by using a technique called trial and error. In the second session the same process was carried out, but by using another movie called "5 Elang" and the topic was reasoning, logical thinking process founded in pertinent facts. In the third session, the researcher used the film " Tendangan Dari Langit" and the topic was problem's inner situation. In the fourth session, students reviewed all the resources they used in the other sessions. Then, the post-test was applied. According to the results students truly improved their problem-solving abilities by using films in class. Therefore, some improvements were found. For example, students' interest, comprehension of problem-solving tools, understanding the importance of problem-solving.

Kabooha and Hassen (2016) conducted research to analyze the students and teachers' attitudes about the application of movies in class to develop language skills. The participants in this investigation were fifty 18-21-female-EFL- students, and two female teachers not randomly selected. This research was mixed approach, therefore the researcher used a 5-point Likert-scale-questionnaire to discover if students thought movies were accurate to learn English. Moreover, the researcher led a semi- structured interview made of open-ended questions. Teachers also wrote an essay about the efficacy of the movies. The treatment took place during thirty minutes per day, in six weeks. The participants watched 4 movies. Then, in the treatment, the researcher applied previewing activities, viewing movies, using worksheets, vocabulary and pronunciation, to finally proceed to group work and role-play. Most of the students agreed that using movies in class could help improve their skills. Furthermore, the results showed that use films in EFL classrooms could help students improve several abilities such as vocabulary, grammar, speaking and listening skills, fluency, critical thinking and teacher-students discussion.

Nushur and Astutie (2021) led a study to improve critical thinking so to learn how to face and solve real problems in an appropriate way. This investigation was a qualitative one, because the researcher used techniques such as observation, interview and FGD in which the researcher decided which data was important and which one was not. The population were 4 students from the training class in Aceh Documentary Foundation, who passed the selection for the documentary film training program. The researcher made students participate in a documentary film production program to make students more active. The participants were divided into two groups conform by 2 students. The researcher observed all the steps and process that the students followed and realized that

they increased their problem-solving abilities. Furthermore, during the first interview before the project, students responded with superficial and minimal critical thinking. Meanwhile, in the second interview after they contributed in the documentary film, students showed a significant critical thinking increase, which helped them carry their knowledge over to their daily lives.

Wagner (2019) carried out research to analyze the impact of films to enhance critical thinking. This research was a qualitative one, because it was applied an in-depth interview to social studies teachers. The participants were 20 teachers from Norway region, in which those participants were free to be in the investigation. During the interviews the teachers were asked several questions related to the use of films in class. Some of the most important questions were; what are your impressions about the use of films and students critical thinking management? Are you aware of thinking critically in relation to films? Do you use films? And which ones? Do you use films to improve students 'critical thinking? In the first question, most of the teachers affirmed that their students have poor critical thinking abilities. However, by using films, students were able to improve those abilities. In the second question, the majority were not aware of the impact of the films in critical thinking development. Finally, in the third question, most of them said that they did not use films, but they agreed that it is a good tool to implement in class. Furthermore, the general opinion according to the teachers' responses is that they did not know that films could help in critical thinking skills, so they did not use films with that purpose, but they think films could help improve those abilities.

Shuyuan (2019) led a study to get information about the impact of the science fiction films to boost students' critical literacies. The population of this research were 30-high-English Proficiency students. Those participants were considered as future leaders of China. This is a qualitative investigation because the researchers' used techniques, such

as observation, and students' reflective reports. The film that was selected in this research was "*I am Legend and Blade Runner*". This type of film is challenging because it requires certain level of students' comprehension and proper pedagogical approaches to help students. Therefore, first the researcher prepared a motivation task to catch students' attention by presenting two pictures, and let students discover the real core meaning of those pictures. After that, the researcher showed the films, to know the student's first perceptions on the content. Students responded voluntarily to input-phase questions. In the out-put phase questions, students formed four discussion groups to analyze four questions deeply. Then they chose one person to be the main speaker to share all the answers from his/her group. All this process were overserved to take notes about participation, to monitor the group discussion, and to notice students' level of attention to the details. Finally, students wrote a reflective report with elaborated thoughts, and their own experiences after using this tool. According to the students' responses it is possible to affirm that they really improved their critical skills. Films helped students to be more participative, create a better understanding, and enrich visual and aural styles.

1.2 Justification

The main purpose of this investigation is to develop and enrich student's critical thinking. According to what I have perceived, students' have not developed their critical thinking skills completely, even though they are adults. It is possible that this occurs because students` do not like exploring what they learn in depth. For instance, they regularly just watch, read or listen to content, and keep it static instead of looking for deeper knowledge within it. Therefore, as a result students get bored about certain topics or subjects and by the end of the course there is no significant learning nor critical opinions to be solidified into their long-term memory.

Films are an exceptional way to improve students' critical thinking in any level. Films not only help students improve their critical thinking but they develop relevant skills such as listening, acquiring new vocabulary, expressions, idioms, etc. As well as observing content and grammar patterns which are used in real and native conversations in an easy way. Therefore, films help students` to be able to express themselves in the following ways; grammatically, phonologically, and with a sense of opinion.

In addition, films are important and meaningful for any human being, because they have multiple roles in teaching and learning. For instance, films could help students increase their knowledge not only in literacy but also in their cognitive process. Both help students improve the way they decode, interpret and identify expressions. Decoding is the way in which students will process their understanding and interpret visual and aural codes with their own words. Moreover, they will realize that they will be able to give responses in an analytical and creative way. (Sondakh, Rahmatullah, Adiyono, Hamzah, Riwayatningsih, Kholifah, 2022)

Students from 7th semester of Pedagogía de los Idiomas Nacionales y Extranjeros major would be the main beneficiaries of this research. Furthermore, films should be applied by using a precise and concise methodology to carry out and reach the main objective. As mentioned before, films are fantastic for millions of reasons, such as increasing grammar, refining listening, decoding, interpreting, etc. Furthermore, students from all levels even adults should be motivated by the teacher to learn in a meaningful manner. As a result, students will develop and increase one of the most important skills which is critical thinking.

1.3 Theoretical framework

Independent variable

Pedagogy

Pedagogy is recognized as complex and crucial, therefore teachers need to have an expertise. It is something that requires special attention, because it involves human learning and success. In a few words pedagogy is about teaching, learning, curriculum and assessment. However, it is also about values, culture, relationships, etc. Pedagogy has different dimensions. For instance, what is assumed to be suitable to teach in a class, referring to the curriculum. Pedagogy is considered rational, technical and neutral, because it has become more refined throughout time (Nind & et al., 2016).

Pedagogy is a concept which encompasses everything about education. This term is not only about the action of teaching students, but it is also the teaching-learning process, teaching procedures, instruction, strategies, etc. In a few words, pedagogy is the science and art to guide and instruct. Furthermore, it is about the relationship between teaching and learning, thus teachers and students. Moreover, pedagogy depends on teachers, because they bring their prior beliefs into the class. For that reason, teachers should accomplish with the pedagogy challenge which is to develop activities, tasks, problems, asking questions, analyzing, and taking points of view (Loughran, 2006).

Furthermore, pedagogy's concern is to motivate students to learn. Therefore, the teacher should establish a good atmosphere where students can learn, participate, write and answer. The most important thing in pedagogy is to keep students active during the class, not only in writing activities or tasks, but discussions between students and teachers. It is crucial to learn as much as possible from students. Moreover, the teacher should use accurate exercises

to educate. Finally, teachers should create a real cognitive and affective relationship with , their students (Shor & Freire , 1987).

Pedagogical tool

A pedagogical tool refers to everything that we use to perform a lesson plan and learn. There are the traditional pedagogical tools and the non-traditional ones. Traditional tools involve worksheets, books, textbooks, etc. On the other hand, the non-traditional tools are infinite. The objective is that the educator can use the appropriate pedagogical tool according to the student's level, grade, knowledge, etc (Thibodeaux, 2022).

Film

Films are natural tools that generate and improve knowledge in education. By using films in class, educators increase student's engagement, motivation and mindfulness. Films help develop language skills considering that students will find variety, real context, and authenticity in them. Moreover, students will develop skills such as listening, speaking, and writing and even help the acquisition of a broad vocabulary (Aditiya, 2018). In addition, some of the benefits of using films are enhancing active learning, stimulating students' cognitive abilities, and improving students' involvement. In consequence, they will feel motivated and students will generate their own comprehension of concepts (Bluestone, 2010).

Elements of films

Cinematography

It refers to how the film is manipulated. Furthermore, it is the process that occurs after the shooting of a film. For example, camera angles, camera distances and camera movement (Bordwell & Thompson, 2004). Camera angles have, a low angle which is situated below the object or person, and it shows that someone is looking up at the person or object, therefore it

often suggests power. For instance, a high angle is one which shows vulnerability and a passive or docile character (Bakilapadavu, 2018).

Editing

This is the process in which the filmmaker should join all the parts of the shooting to create the film. It literally constructs the sense of space, time, setting, and so forth. There is spatial editing which is divided into three concepts, such as establishing a shot, and eye-line match (Bordwell & Thompson, 2004).

Sound

Sound is fundamental in a film because people can interpret the image or picture and it puts on a certain context (Bordwell & Thompson, 2004). Furthermore, films does not make sense without sound. Furthermore, there are two types of sound, diegetic sound and non-diegetic sound. The diegetic sound is the voice of the characters, music within the shot, on-screen and off-screen. Non-diegetic sound is about listening outside the film world, such as the soundtrack (Bakilapadavu, 2018).

Dependent variable

Thinking skills

Thinking skill is the way we see an issue. That is to say that thinking skills require a set of cognition process, remembering, and attending, and by having these processes people are able to analyze, reflect, evaluate options, problem-solve, draw conclusions, etc. Thinking skills have different types of thinking and thinkers. For instance, analytical thinking should be structured and methodical. On the contrary, creative thinking/thinkers whose main objective is to have a different angle about a problem to give a possible solution in a different way. Critical thinking offers a precise and elaborate judge about a problem. Finally, thinking skills should

be accompanied by giving a social dimension to learn from others, and motivation and confidence to keep learning. Those features make the education process easier (Wilson, 2000).

Moreover, the teacher should be a good thinking instructor, so that students could enhance and improve their thinking skills. Therefore, it is important to move from thinking to skillful thinking. There two important reasons for transferring thinking skills. The first one is the long-range which implicates the control and repetition of the thinking instructor. The second one is the more-immediate thinking. The instructors should be aware of their students' performance in mental tasks and lead students to continue on their own. Furthermore, the instructor wants that students to be aware about their own thinking and in that way they could improve how to manage certain thoughts. It is important to focus on different techniques of thinking such as vocalization thinking out loud and writing what they thought about a certain topic (Woditsch & Schmittroth, 1991).

Problem solving

Problem solving requires our thinking skills to evaluate a problem and be able to give a possible logic solution. Therefore, it involves managing our knowledge and long-term information in a certain way to solve a problem. Problem-solving helps in academic purposes, in real life situations and different contexts. Therefore, problem-solving consists on selecting information and using it in a suitable way (Butterworth & Thwaites, 2013).

Moreover, there is a problem-solving process which contains four steps. First, it is to identify the problem (what), in this step the person should understand what the existent problem is, and do not be precipitated. Second, the reason you are having this problem (why), after knowing the problem, we need to move to recognize the causes, it means to have a diagnosis of the problem. Third recognize the alternatives to solve the problem (how), after following those steps, we have to think in the possible solutions, it means formulate a hypothesis, which

helps us take the best decision about something. Finally, the fourth step is to execute the solution (do step) (Chevallier, 2016).

Problem solving requires producing a final output to figure out a certain situation. For that reason, to be a powerful problem solver gives us the ability to adapt to any environment, be flexible, and give us control. When this ability well-develop, it will help us to use it in real life and real professions (Mirel, 2004).

Critical thinking

Critical thinking is a skill which requires students to use their high-order thinking skills and forget for an instant about memorization. The main objective of this skill is to carry all the acquired knowledge into any context and situation. In other words, not only learning by heart but giving our own point of view and possible solutions in different circumstances. Additionally, at the moment of teaching students any content, memorization is not necessary, educators can teach by using effective tools to develop students' critical thinking so that they acquire long-term knowledge. Moreover, an educator should know how to assess critical thinking skills. For instance, focusing on their own thinking and relying heavily on facts (Snyder & Snyder, 2008).

There are some types of activities to use in class that improve critical thinking, these they are crucial to help students develop that skill. For example, class discussions, debates, and group discussions.

Class discussion

First at all, as this is an activity that promotes critical thinking. Also, it involves the whole class participating in a certain topic. To create good class discussion, it is crucial to include and ask challenging questions. To achieve this, the teacher should plan everything and be organized in every way to carry out a discussion in a good way (Nilson, 2021).

Debate

Debates are one of the most important activities to enhance critical thinking in any classroom. This help students to respond questions, agreement, disagreement, mutual understanding, evaluation of viewpoints, argument. They not only learn how to respond to a question, but they probably will learn new information, students could form or reform their own opinions by listening other ones, etc. (Nilson, 2021). By listening to other people giving their own opinions, they broaden their own perspective.

Group discussion

A group discussion is set in small groups within the entire class in which students will discuss about any given topic. However, before putting students into different groups the teacher should set everything up. For example, learning about the objectives of the group session, enhancing students` understanding of the topic to start with it, providing all the necessary material, and preparing an agenda with the names of the participants, date, purpose and planned agenda points. During the group discussions, the teacher is aware of keeping the objectives of the discussion, time, encouraging active participation, giving feedback, and helping solving unlikeness. Before the group discussion, the teacher should hand-out documents of the discussion session, with the date, objectives, participants, and follow up assignments (Lee, 1997).

1.4 Objectives

General objective

To analyze the influence that films have on the critical thinking skill in students of the 7th semester of "Pedagogía de los Idiomas Nacionales y Extranjeros".

Specific objectives

- To evaluate the level of students' critical thinking by using a pre and post-test.
- To analyze how to improve critical thinking by identifying the elements of films.
- To investigate how to use film as a pedagogical tool to improve students' critical thinking.

Description of compliance with objectives

- The researcher evaluated students' critical thinking level by using a pre-test and a post-test. In the pre-test it evaluated their critical thinking by using the Critical Thinking Scoring Rubric from the Center for Teaching, Learning, & Technology at Washington State University.
- The researcher trained students by showing them the elements of films, so that they were aware of the different characteristics (music, lighting, camera angles) there are in a film, this allowed students to justify their responses.
- The researcher read and investigated how to use film as a pedagogical tool so students knew how to watch a film with the objective of responding the questions in the post-test.

CHAPTER II

METHODOLOGY

2.1 Resources

Population

The population in this research were 22 students from 7th semester “A” of Universidad Técnica de Ambato. They were from “Pedagogía de los Idiomas Nacionales y Extranjeros”

Table 1

<i>Population and sample</i>	
Experimental group	22
TOTAL	22

Note: this table was elaborated by Mazón, D. (2022). The source was field research

Instruments

A pre-test and post-test were applied to verify student’s critical thinking level. Those tests were developed by the researcher and verified by experts. The pre-test was taken to see how students develop their critical thinking responses at the beginning. After that, the post-test was applied to see the difference between the pre-test and post-test, Second, a critical thinking scoring rubric made by the Center for Teaching Learning and Technology at Washington State University was used to evaluate the tests (pre-test and post-test). Third, information sheets were made with information about the film’s elements, for students to relate with, and its importance in a film. Fourth, YouTube video extracts were played to show students examples about the

film's elements. Fifth, film named "*Stand by me*" was watched during the experiment. The researcher showed extracts or clips of the film, not the complete film. Sixth, a worksheet with critical thinking questions was made for students to respond to. Seventh, a TV to watch the film during the experiment. Eighth, it was necessary to use zoom in three sessions. Finally, an observation form, to check students' performance in the class during the discussions groups after watching the clips.

Procedure

The duration of the experiment was of 6 weeks, once a week, during approximately an hour each session.

In the first meeting the researcher introduced himself. Then, the researcher briefly presented the experiment so that students could be aware of what it consisted of. After this, the researcher proceeded to share the complete movie on zoom. Students asked questions about vocabulary, and commented on key points in the film by using the zoom chat,

In the second session, the researcher used zoom to send the link so students take the pre-test on Google Forms. The pre-test lasted 40 minutes to finish. Meanwhile, five-minute-extracts of the film were played. Five minutes from the beginning of the film, middle and end.

In the third session, the researcher opened the class using kahoot game to check what students knew about elements of film. Moreover, the researcher presented a power point by sharing his screen on zoom. The power point contained information about the elements of films. For example, vocabulary, sound effects, camera angles. Then, the researcher showed some extracts from YouTube about some clear examples about those elements. At the end of this session, students took a quiz on Google forms about the elements of film.

In the fourth session, the researcher presented the power point presentation about how to write a review. Then, the researcher wrote his own review on the board to give as example. After that, students wrote their own review and the teacher gave them 40 minutes to complete it. Then, the reviews were collected and checked later.

In the last session, the researcher handed-out the post-test for students to answer. The duration of the post-test was the same as the pre-test, 40 minutes. Finally, the teacher thank the professor in charge and the rest of the students for their support during the experiment.

2.2 Methods

Quasi-experimental research

Quasi-experimental research involves having a group or groups that are already selected, it means non-random population. It allows to determine the difference between two groups or a before and after. Despite this, it does not have randomization. It has the same steps that real experimental research has, such as a pre-test, a treatment and a post-test (Mitchell, 2015). Therefore, in this case a complete class was taken into account to complete this research.

Bibliographic research

This research consists on gathering precise information from different resources such as books, magazines, papers, etc. Therefore, this bibliographic research implied to do an investigation about the variables of the research which in this case are films and critical thinking. (Allen, 2017). Moreover, the bibliographic data collected in this investigation helped the researcher support the variables and have a strong basis to continue with the study.

Field research

Field research implies collecting information from a real context, situations or natural conditions. There are some ways to collect data in this research field. For instance, by doing

observations, participating with the subjects, etc (Farrell, 2016). Therefore, this investigation will take place at Universidad Técnica de Ambato, with a group of students from the 7th semester of PINE.

Level or type of research

Correlational level

This study will be correlational because it aims to determine if a variable changes, how much it changes and in what matter it is affecting the other variable (Tan, 2014).

Exploratory level

Exploratory research is focused on studying the phenomenon to quantify in what measure the variables are affected. This research helps to obtain conclusions and recommendations for possible solutions on the research topic. It helped the researcher understand the problem itself (Ajit, 2021).

2.3 Hypothesis

Alternative hypothesis

H1 (Research Hypothesis): Films improve the students' critical thinking.

Null hypothesis

H0 (Null Hypothesis): Films do not improve the students 'critical thinking.

2.4 Variable identification

Films (independent Variable)

Critical thinking (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion

The following chapter is about analysis and interpretation of all the data already collected during the research. The participants were 22 students from Universidad Técnica de Ambato of 7th semester. The first tool to collect the information was a pre-test. It was used to recognize student's critical thinking level. Then students took part of this research to improve their critical thinking abilities by using a film. It was crucial to use other tools, such as worksheet, videos, and PowerPoint slides.

The pre-test and post-test had 5 questions which helped recognize student's critical thinking level. All the questions were about the point of view of the film, the elements, and facts. Therefore, a rubric was important to use to grade student's level of critical thinking. This rubric was from Center for Teaching, Learning and Technology at Washington State University. The rubric has three main rating scale. They are emerging, developing and mastering. Moreover, the rubric has a total of 42 points to achieve. Also, to get the results over 10, the rule of three was applied. Finally, it was necessary to apply T-Student to see the difference between the pre-test and post-test in the same groups. Furthermore, the SPSS program was used to get the statistics of the investigation.

Table 2*Pre-test results*

Name	Score over 42	Score over 10
Student 1	24	5.7
Student 2	28	6.7
Student 3	27	6.4
Student 4	17	4
Student 5	26	6.2
Student 6	28	6.7
Student 7	18	4.3
Student 8	27	6.4
Student 9	19	4.5
Student 10	26	6.2
Student 11	22	5.2
Student 12	22	5.2
Student 13	27	6.4
Student 14	20	4.8
Student 15	18	4.3
Student 16	13	3.1
Student 17	20	4.8
Student 18	23	5.5
Student 19	23	5.5
Student 20	23	5.5
Student 21	26	6.2
Student 22	21	5
Average	22.4	4.5

Note: this table was elaborated by Mazón, D. (2022). The source was field research.

Table 3
Post test results

Students	Score over 42	Score over 10
Student 1	30	7.1
Student 2	30	7.1
Student 3	16	4
Student 4	18	4.3
Student 5	27	6.4
Student 6	34	8.1
Student 7	19	4.5
Student 8	27	6.4
Student 9	19	4.5
Student 10	29	6.9
Student 11	27	6.4
Student 12	25	6
Student 13	30	7.1
Student 14	21	5
Student 15	20	4.7
Student 16	17	4
Student 17	20	4.7
Student 18	27	6.4
Student 19	23	5.5
Student 20	24	5.7
Student 21	27	6.4
Student 22	27	6.4
Average	24.4	4.8

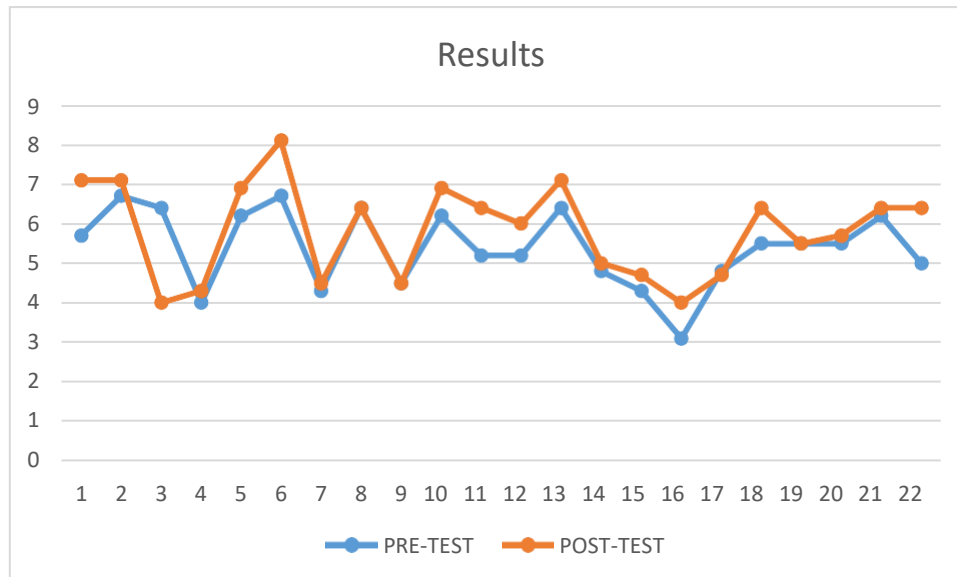
Note: this table was elaborated by Mazón, D. (2022). The source was field research.

3.2 Data interpretation

Pre-test and post-test individual grades

Figure 1

Results pre-test and post-test over 10



Note: this table was elaborated by Mazón, D. (2022). The source was field research.

Analysis and interpretation

As figure 1 shows, 22 students took the pre-test and post-test and the difference between them. These tests were over 42 points and then they were converted over 10 points. In the pre-test the lowest score was 3.1 over 10 and the highest was 6,7 over 10 points. Meanwhile, in the post-test the lowest grade was 4 and the highest was 8, over 10 points.

As it is possible to see, most of students did not get good grades in the pre-test. Therefore, students did not have a long range of vocabulary, critical thinking and writing skills. After the treatment, students developed a little bit their vocabulary skills and critical thinking. The results show that films help students to improve their critical skills, even with a short period of treatment.

Pre-test and post-test average over 42

Table 4

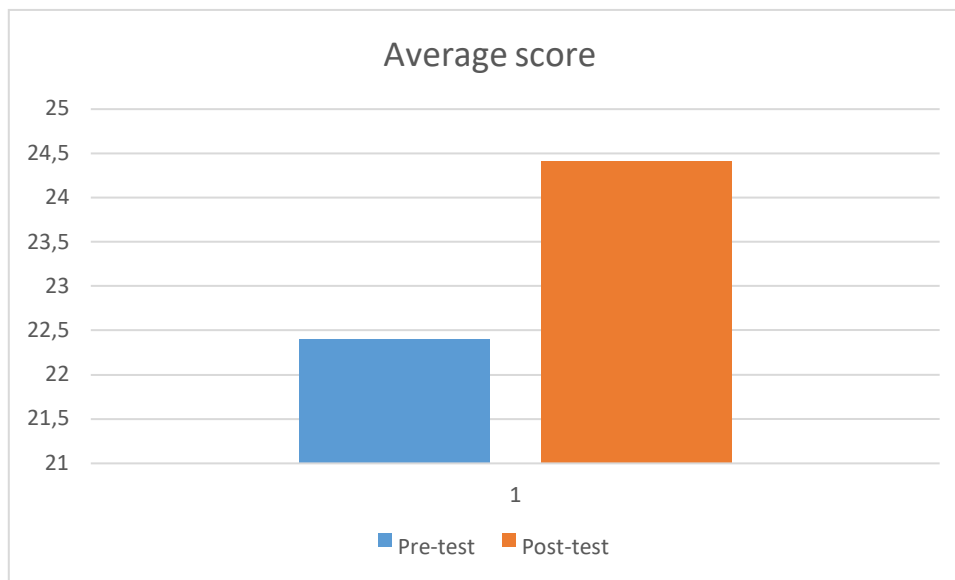
Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	22.4	24.4	2

Note: this table was elaborated by Mazón, D. (2022). The source was field research.

Figure 2

Pre-test and post-test average and difference



Note: this table was elaborated by Mazón, D. (2022). The source was field research.

Analysis and interpretation

Table 4 and figure 2 shows the average between both pre-test and post-test and its difference. In the pre-test, the test's average is 22,4 over 42 points which represents 53.3%. Meanwhile, in the post –test, students get 24,4 over 42 points which represents 58.1%. Therefore, the participants got 2 points more as a whole class, and it represents a 4.8% improvement.

The results collected shows that using films in class could help to improve critical thinking.

T-student test –paired sample statics

Table 5

T-student-paired sample statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	5,391	22	,9724	,2073
Post-test	5,800	22	1,1759	,2507

Note: this table was elaborated by Mazón, D. (2022). The source was field research.

Analysis and interpretation

Table 5 shows the results gotten from the tests. The mean score of the pre-test is 5,391, meanwhile the mean score of the post-test is 5,800. Therefore, the mean score from the post-test is bigger than the pre-test's score.

Paired samples test

Table 6

Paired sample test

		95% Confidence interval of the difference							
	Mean	Std. Deviation	Std. Error mean	Lower	Upper	t	Df	Sig. (2-tailed)	
Pair 1	Pre-test Post-test	-,4091	,7946	,1694	-,7614	-,0568	-2,415	21	0,025

Note: this table was elaborated by Mazón, D. (2022). The source was field research.

Analysis and interpretation.

Table 6 shows the P-value (Sig.(2 tailed)) is 0,025, which is lower than 0,05 ($0,025 < 0,05$). In consequence, it is possible to reject the null hypothesis (H0) "Films do not improve students 'critical thinking.'", and accept the alternative hypothesis (H1) "Films improve students' critical thinking."

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The use of films help to improve students 'critical thinking. It was demonstrated that using films is effective to improve critical thinking, even though the sessions were not enough. According to the investigative background the use of films in class is crucial because students are more motivated and engaged in using the English language. This happens because students can see images, observe real contexts and listen to real language. Moreover, students can give their own point of view about the movie. Therefore, they will enjoy the learning process, and develop important skills.
- Critical thinking level was scored by using a test verified by experts. The test was used for the pre-test and post-test. The average score of the pre-test was 22,4 over 42 points. This demonstrated that students had a low level of critical thinking and even writing skills. Furthermore, their vocabulary range was low.
- Elements of films were taught before taking the post-test, because this helps students understand further what is happening in the film and the importance of certain elements of film. Therefore, they were able to provide and produce their own thoughts about the movie, their point of view or conclusions about it.
- The employment of films to improve critical thinking was positive for students from 7th semester, even though the sessions were not enough. The post-test showed that many students improved their critical thinking even in a small percentage. The average of the post-test was of 24,4 over 42 points. Therefore, it is possible to see the difference between the pre-test and post-test, and show the positive impact of applying films in class.

4.2 Recommendations

- For improving critical thinking skills, it is recommended to apply films in class. The instructor should avoid using memorization. It is better to use tools such as films to increase critical thinking skills, and create a good study atmosphere. The teacher could use extracts of movies or guide them to watch it with them in its entirety. Furthermore, it is important to use extra material to develop the class and improve their skills. For example, YouTube videos, worksheets, PowerPoint slides, etc.
- For grading students' critical thinking, it is practical to use a test. The teacher should use this instrument to assess students, to truly know what the real level of the students is. Generally, for this type of test it is beneficial to use a rubric with some parameters on it. Teachers could use tests verified by experts or standardized ones.
- For introducing students' films context, it is significant to teach them what some elements of films are. In that way students can provide their own thoughts and points of view by using their critical thinking skills in an objective way. Teacher should always introduce a topic by giving students some guidelines for students to understand the context better.
- For discovering the influence of films, it is pertinent to constantly help students to increase their critical thinking by asking them questions, revising what they write and from what point of view they come to their own conclusions. Also, it is relevant to constantly assess them during class because in that way they will want to discover more things and use their critical thinking skills at their own leisure and not just in a learning environment.

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ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato,13/04/2022

Doctor
Marcelo Nuñez
Presidente de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "USE OF FILM TO IMPROVE CRITICAL THINKING " propuesto por el estudiante Diego Sebastián Mazón Solís, portador de la Cédula de Ciudadanía 180290562-8, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Diego Sebastián Mazón Solís
180290562-8
0979211659
dmazon5628@.uta.edu.ec

Annex 2: Lesson plans

Lesson Plan 1

Teacher: Diego Mazón

Level: 7th semester

Subject: English

Universidad Técnica de Ambato		
Group: 22 students- online class Date: 16/06/2022 Duration: 1 hour 30 minutes		
Aims: - To explain the experiment to students about films and critical thinking. - To watch a movie.		
Time	Activity	Tools and material
2 mins	<ul style="list-style-type: none">- The teacher introduces himself to the class, and explains in a few words about the experiment.-	Teacher
01h:30 mins	<ul style="list-style-type: none">- The teacher shows the complete film to the class.- During the movie the teacher comments on the zoom chat with vocabulary and other expressions that need clarification.	Film zoom https://docs.google.com/forms/d/1UC_1UW559ZNapvxmb-K4-UybcP_rXPHTx5zQW19F-B0/prefill Google Drive. https://drive.google.com/file/d/19s3tBdBw5kbMMzRGmwvadPqA5ToDhmQ2/view?usp=sharing
5 mins	<ul style="list-style-type: none">- Teacher explains what students will do next class, and he says goodbye.	Zoom

Lesson Plan 2

Teacher: Diego Mazón

Level: 7th semester

Subject: English

Universidad Técnica de Ambato		
Group: 22 students –online class Date: 23/06/2022 Duration: 30 mins		
Aims: - To find out students' critical thinking level.		
Time	Activity	Tools and material
30 mins	- The teacher sends students the Google forms link for students to solve the pre-test.	Google forms –Pre-test https://forms.gle/FCFPERnfW7SbhYFx7
	- The teacher plays the film while the student takes the pre-test. Five-minute-extracts of the film are played. Five minutes from the beginning of the film, middle and end.	Extracts https://docs.google.com/forms/d/1UC_1UW559ZNapvxmb-K4-UybcP_rXPHTx5zQW19F-B0/prefill
2 mins	- Then the teacher explains what students will do next class, and he says goodbye.	

Lesson Plan 3

Teacher: Diego Mazón

Level: 7th semester

Subject: English

Source: Field research

Universidad Técnica de Ambato		
Group: 22 students –online class Date: 30/06/2022 Duration: 1 hour		
Aims: - To recognize the elements of films clothing, setting, colors, sound effects, and camera angles		
Time	Activity	Tools and material
10 mins	- The teacher starts the class with a warm up by using kahoot, to introduce information about the elements of the film to the class.	Kahoot https://create.kahoot.it/share/how-much-do-you-know-about-film/c570ce85-8449-4a4d-8af6-92a12332488c
30mins	- The teacher presents a power point by sharing his screen on zoom. The power point contains information about the elements of films. For example, vocabulary, sound effects, camera angles.	Power point slides https://docs.google.com/presentation/d/1x3HdwOZ18uktKo4bip13sasBVt8VQ4gl/edit?usp=sharing&ouid=111175064864931278875&rtpof=true&sd=true YouTube videos
15 mins	- The teacher shares an online worksheet link with multiple selection questions so that students can identify the elements of films.	Worksheet. https://forms.gle/jtwuLUHMdQLt7aCo6
5mins	- The teacher explains what students will do next class, and he says goodbye.	Zoom

Lesson Plan 4

Teacher: Diego Mazón

Level: 7th semester **Subject:** English

Source: Field research

Universidad Técnica de Ambato		
Group: 22 students – face to face class Date: 07/07/2022 Duration: 1 hour		
Aims: - To recognize the elements of the film Stephen King’s “ <i>Stand by me</i> ” (1986) - To review in groups about the film.		
Time	Activity	Tools and material
20mins	- The teacher shares the power point about “How to write a review”	Power point https://docs.google.com/presentation/d/1v-svBy6r66wBHjQB888aXFxXN9-AXSh/edit?usp=sharing&oid=111175064864931278875&rtpof=true&sd=true Zoom
5 mins	- The teacher writes a review format on the board so students can write their own review.	- Board - Markers
30 mins	- The teacher asks all students to write a short review max. 200 words about the film.	- Students reviews - Piece of paper.
5 mins	- The teacher collects all the reviews. - The teacher grades the reviews based on the rubric used to grade the pre-test and post-test.	- Rubric https://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf

Lesson plan 5

Teacher: Diego Mazón

Level; 7th semester

Subject: English

Universidad Técnica de Ambato		
Group: 22 students – face to face class Date: 14/07/2022 Duration: 50 minutes		
Aims: <ul style="list-style-type: none">- To apply the post-test to students.- To verify student's critical thinking skills through a rubric.		
Time	Activity	Tools and material
2 mins	<ul style="list-style-type: none">- The teacher explains that this will be the last class by applying the post-test.	Teacher
40 mins	<ul style="list-style-type: none">- The teacher hands-out the post-test to be solved.	Post-test sheets
8 mins	<ul style="list-style-type: none">- The teacher explains that their pre-test will be graded with a rubric. (Critical Thinking Score rubric)- Teacher thanks the students' participation in the experiment.	Rubric https://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf

Annex 3: Pre-test and post-test

UNIVERSIDAD TÉCNICA DE AMBATO

PRE- TEST AND POST-TEST

Name: _____

Date: _____

Level B1

Time: 30 minutes

Introduction: This test is based on the Critical Thinking Scoring Rubric from the Center for Teaching, Learning, & Technology at Washington State University.

Objective: To evaluate students' critical thinking skills by being exposed to extracts of a film.

Instructions:

- Read carefully and answer the following questions.
- Answer all the questions.**
- Write your answers on the lines provided in each question.
- At the end of the test, give the sheet back to your teacher.**

Note: Please do not use pencil. Use blue or black pen only.

1. **What do you think the movie is about? And why? Establish the context.**

2. **Which elements of the film stood out or excelled to you? Explain at least 2 (Music, lighting, camera angles).**

3. **Summarize in your own words what occurred in the first scene (beginning). Defend your point of view with facts.**

4. **Summarize in your own words what occurred in the second scene (middle). Defend your point of view with facts.**

5. **Summarize in your own words what occurred in the third scene (end). Defend your point of view with facts (elements of films). Why did the film end like this?**

Annex 4: Rubric for the tests

Critical Thinking Scoring Rubric

Rating Criteria	NA	Rating Scale					
		Emerging		Developing		Mastering	
Summarized problem, question, or issue		Does not attempt to or fails to identify and summarize accurately.		Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.		Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.	
		1	2	3	4	5	6
Considers context and assumptions		Approach to the issue is in egocentric and socio-centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.		Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.		Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. Questions assumptions, addressing ethical dimensions underlying the issue.	
		1	2	3	4	5	6
Communicates own perspective, hypothesis, or position.		Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear or simplistic.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.	
		1	2	3	4	5	6
Analyzes supporting data and evidence		No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.		Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective, discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.		Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.	
		1	2	3	4	5	6
Uses other perspectives and positions		Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.		Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.		Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.	
		1	2	3	4	5	6
Assesses conclusions, implications, and consequences		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.		Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.		Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities.	
		1	2	3	4	5	6

Communicates effectively		In many places, language obscures meaning. Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate. Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting. Few sources are cited or used correctly.		In general, language does not interfere with communication. Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent. Most sources are cited and used correctly.		Language clearly and effectively communicates ideas. May at times be nuanced and eloquent. Errors are minimal. Style is appropriate for audience. Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation. All sources are cited and used correctly, demonstrating understanding or economic, legal, and social issues involved with the use of the information.	
		1	2	3	4	5	6

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Link: <https://www.eiu.edu/learninggoals/pdfs/KansasStUni-CriticalThinkingRubric.pdf>

Annex 5. Instrument Validation

Pre-test and post-test Table Questions

PARAMETERS QUESTIONS	Relevance of the instrument's questions to the objectives				Relevance of the instrument's questions to variables and statements				Technical quality and representativeness				Questions wording and language			
	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O
Question 1				X				X				X				X
Question 2				X				X				X				X
Question 3				X				X				X				X
Question 4				X				X				X				X
Question 5				X				X				X				X

1D- DEFFICIENT

2R- REGULAR

3G- GOOD

4O- OPTIMAL

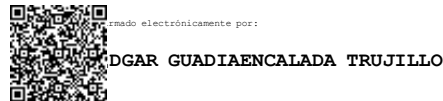
Observations:

EVIDENCE OF EXPERT JUDGMENT

Mg. Edgar Encalada with identity card number: 050182417-1, certify that I make the expert judgment of this instrument designed by Diego Mazón with identity card number 180290562-8 for undergraduate research titled, a fundamental requirement to qualify for the Undergraduate degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on June 13th, 2022.

Sincerely,



Mg. Edgar Encalada

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Mg. Mayorie Chimbo with identity card number: , certify that I make the expert judgment of this instrument designed by , with identity card number: for undergraduate research titled, a fundamental requirement to qualify for Master's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on May 27th, 2022.

Sincerely,

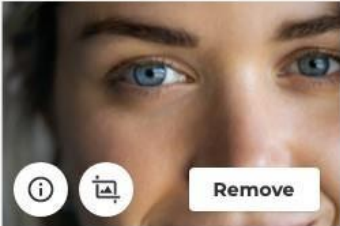
 Firmado electrónicamente por:
ELSA MAYORIE
CHIMBO CACERES

Mg. Mayorie Chimbo

Annex 6: Kahoot

Link: <https://create.kahoot.it/share/how-much-do-you-know-about-film/c570ce85-8449-4a4d-8af6-92a12332488c>

What is the best definition of an 'extreme close up' shot?




It helps the viewer show the body language of the characters in the film.

It is when a shot is taken just above the eyes and mouth.

It is when the view is so far from the subject.

This shot takes up most of the screen, usually shows the character's face.

This is any inanimate object that an actor interacts with in a film.



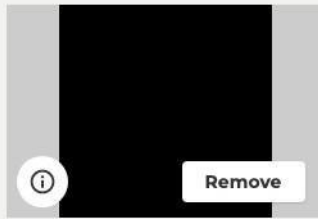
A prop

Costume

A song

A ball

What does the following color signify in film?



▲ It is associated with joy, naivety and insanity.



◆ It is used to denote passion, danger or power.



● It signifies innocence, femininity and beauty.



■ It is associated with nature, immaturity, corruption and darkness.



Annex 7: Slides with elements of films and examples.

<https://docs.google.com/presentation/d/1x3HdwOZ18uktKo4bip13sasBVt8VQ4gl/edit?usp=sharing&oid=111175064864931278875&rtpof=true&sd=true>

Link and screenshot



Slides of how to write a review

<https://docs.google.com/presentation/d/1v-svBy6r66wBHjQB888aXFxXN9-AXSh/edit?usp=sharing&oid=111175064864931278875&rtpof=true&sd=true>

Annex 8: Worksheet

<https://forms.gle/jtwuLUHMdQLt7aCo6>

Annex 9: Film- Google drive link

https://docs.google.com/forms/d/1UC_1UW559ZNapvxmb-K4-UybcP_rXPHTx5zQW19F-B0/prefill

Annex 10: Urkund report



Document Information

Analyzed document	MAZÓN_SOLÍS_DIEGO_SEBASTIÁN (2).docx (D142435420)
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Submitter email	dmazon5628@uta.edu.ec
Similarity	3%
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