



Using Thinking-based Learning and Short Stories to Improve
Grade-10 Students' Critical Reading Skills
at Sukhothaiwittayakom School, Sukhothai Province



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Thesis entitled “Using Thinking-based Learning and Short Stories
to Improve Grade-10 Students’ Critical Reading Skills
at Sukhothaiwittayakom School, Sukhothai Province”

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has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Education in English of Naresuan University

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ABSTRACT

This study aimed to examine grade-10 students' critical reading skills and opinions. Designed critical reading skills instruction framework with thinking-based learning and short stories were designed to achieve the aim. Thinking-based learning and short stories were used to improving critical reading skills, including making inferences and drawing conclusions. The samples were 39 grade-10 students, Sukhothaiwittayakom School at Sukhothai. The findings revealed that the mean score of the pre-test was 14.00, while the mean score of the post-test was 25.97. There was a significant difference at the 0.05 level ($p < 0.05$) between pretest and post-test. According to the findings of the questionnaire, the students were very satisfied with critical reading skills instruction framework with thinking-based learning and short stories. The research concluded that this instructional approach could effectively enhance the critical reading skills of grade-10 students.

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CHAPTER 1

INTRODUCTION

1. Background of the study

In the educational landscape of Thailand, the cultivation of critical reading skills among secondary students emerges as a pressing concern, as the ability to analyze, evaluate, and synthesize textual information is vital for academic success and informed decision-making. Numerous research studies highlight a deficiency in these skills among Thai students, underscoring the urgent need for improvement. Educational institutions today emphasize the development of students' reading and thinking abilities, aligning with the objectives of basic education as outlined in the National Education Act of 1999 and its subsequent amendments in 2002, 2010, and 2019. Chapter 4, Section 24 of the Act mandates training in thinking processes, managing diverse situations, and applying knowledge to solve problems, while also emphasizing activities that engage learners in authentic experiences, mastery of practical skills, critical thinking, and developing a habit of reading. The Basic Education Standards, particularly Standard 4, further stress that learners should think systematically, critically, and creatively to make informed decisions and solve problems, all of which are supported by strong critical reading skills.

Given the current speed of technological breakthroughs and the abundance of information at our disposal, critical reading skills are more crucial than ever. Critical reading enables individuals to sift through vast amounts of information, distinguish fact from fiction, and make informed decisions, fostering the ability to evaluate texts, identify key issues, and draw reasoned conclusions, which are vital in all aspects of life (Gökçearsan et al., 2019). In the workplace, critical reading enhances creativity and problem-solving by encouraging individuals to question assumptions, view issues from multiple perspectives, and develop innovative solutions. It is also fundamental to democracy, enabling people to understand complex issues, engage in reasoned debates, and participate actively in civic life (Gosner, 2023). In education, it plays a key role in helping students not only acquire facts but also comprehend, apply, and synthesize knowledge to form well-informed viewpoints and arguments. The teaching

of critical reading in Thailand, particularly among secondary school students, has been a central focus of educational reform, aligning with the vision of Thailand 4.0, which aims to transform the country into a knowledge-based economy. Studies show that Thai students have struggled with analytical reading and comprehension skills, prompting the development of new learning models to enhance these abilities (Changwong et al., 2018). A significant obstacle in the current teaching environment is students' limited critical reading skills (Eze et al., 2022). Various teaching methods, such as literature-based instruction, thinking-based learning, group reading strategies (GRS), and other active learning approaches, have been explored to improve critical reading (Ratanaruamkarn et al., 2023). Despite these efforts, the need for widespread integration of critical reading into the curriculum remains, along with professional development for teachers to effectively foster these skills. This focus on critical reading is part of a broader effort to prepare Thai students for the challenges of the 21st century and ensure they can thrive in a global economy (Office of the Education Council, 2017).

Critical reading skills are essential for secondary school students in Thailand, where recent studies have revealed significant deficiencies. A study by the Thailand Research Fund, which evaluated the reading comprehension and analytical skills of 6,235 students across ten provinces, showed an alarming average score of just 36.5%, with only 2.09% of students passing (Changwong et al., 2018). This issue highlights the urgent need to improve critical reading abilities, which are vital for students' academic success and for Thailand's shift to a knowledge-based economy under Thailand 4.0. Critical reading enables students to analyze, evaluate, and interpret texts, recognize patterns, and make inferences, all of which are essential for forming reasoned conclusions (Lin et al., 2019; The Brain Is an Inference Machine, 2022). It also helps students assess the reliability of sources and construct well-reasoned arguments (Bullseye, n.d.). For English students, critical reading enhances their ability to engage deeply with literature, understand diverse perspectives, and develop coherent essays and arguments (Wijaya, 2022). However, traditional teaching methods in Thailand, which focus on rote learning, hinder the development of these skills (Changwong et al., 2018), while classroom environments that discourage independent interpretation further stifle growth (Kanchana et al., 2021). Cultural norms that emphasize respect for authority may also

prevent students from questioning ideas or engaging in critical discussions (Bangkok Jack Media Group, 2021), and language proficiency issues can limit deeper engagement with content (Dismal Critical Thinking Skills, Poor English Mastery Behind Fresh Grads' Unemployment?, 2022). Therefore, addressing these barriers is crucial for cultivating the critical reading skills necessary for academic success and global competitiveness.

The current academic situation at Sukhothaiwittayakom School highlights a growing concern regarding students' low critical reading skills in the English subject, which is negatively affecting their academic performance. As shown in a study of grade-10 students' performance in Critical Reading courses (ENG31207 and ENG31208) during the 2023 academic year, 60.82% of students scored below a 3.0 grade level, indicating struggles with content comprehension, making inferences, and drawing conclusions (Roomy, 2022). These results suggest that a lack of critical reading skills contributes to students' difficulties in understanding the material and achieving academic success. To address this issue, the Foreign Languages Department at Sukhothaiwittayakom School incorporated critical reading questions into the entrance examination for grade-10 students, revealing that the majority of students demonstrated only adequate (23.99%), deficient (11.88%), or poor (11.66%) critical reading abilities across various study programs (Foreign Languages Department, 2024). This data underscores the need for further emphasis on developing critical reading skills, as outlined by the 2008 Basic Education Core Curriculum, which mandates that students must be evaluated on reading, critical thinking, and writing skills by the end of each academic year (Ministry of Education, 2008). Critical reading enables students to analyze texts systematically, make informed interpretations, and apply their understanding to solve complex problems (Ghag, 2024; Heim et al., 2022). Therefore, teachers play a crucial role in exploring teaching strategies that foster critical reading, helping students develop these essential skills for academic and real-world success.

The development of critical reading skills, particularly in making inferences and drawing conclusions, has become a crucial focus for educators seeking to improve students' academic performance. In response to this need, this study explored various instructional approaches aimed at enhancing these skills, notably thinking-based learning (TBL), a pedagogical strategy developed by Dr. Robert J. Swartz that has proven

effective in cultivating critical reading abilities. TBL emphasizes active engagement with content and operates on the principle that thinking can be taught by integrating explicit instruction in thinking skills such as comparing, contrasting, hypothesizing, and evaluating evidence into subject matter learning, fostering a deeper cognitive process essential for critical reading (Swartz & Parks, 1994). This method allows students to engage more deeply with texts, enabling them to make inferences and draw conclusions based on the evidence presented. TBL's structured yet flexible framework encourages students to reflect on their thinking processes, aligning with neuroscientific research suggesting that active engagement enhances retention and the ability to apply knowledge in novel situations (Facione, 1990). Consequently, TBL serves as an essential tool in equipping students with the critical reading skills needed to navigate complex texts and information in the 21st century. Additionally, short stories offer a powerful medium for fostering these skills through their succinct yet rich narratives, which present complex situations and moral dilemmas that prompt deep analysis and reflection. By requiring students to scrutinize every element—from character development to plot progression—short stories encourage readers to infer meanings and deduce themes, sharpening their interpretive abilities (Syafii, 2018). The often-ambiguous endings and open-ended questions typical of short stories further stimulate intellectual curiosity, prompting students to explore multiple interpretations and seek deeper meanings beyond the obvious (Pratiwi et al., 2020). This curiosity drives critical engagement with the text, a vital aspect of making inferences and drawing conclusions (Oktaviana et al., 2021). Moreover, short stories frequently explore complex human relationships and ethical conflicts, providing students with opportunities to consider different perspectives and the consequences of actions, thereby enhancing their capacity for critical reasoning and empathy (Feeney & Gajaseni, 2020). Classroom discussions around these narratives further promote critical reading and communication skills by allowing students to articulate their interpretations and engage in debates (Walker & Kettler, 2020). In conclusion, the combination of Thinking-based learning with the use of short stories provides a comprehensive approach to developing critical reading skills, challenging students to analyze, question, and interpret texts, thereby fostering the essential abilities to make inferences and draw conclusions for academic success and lifelong learning.

According to the issues above, it is necessary to investigate how Thinking-based learning and short stories could help students improve critical reading skills. Since, the researcher has been an English teacher at Sukhothaiwittayakom School, Sukhothai, students' critical reading problems in English language classroom are a major issue for the teacher and upper secondary students. However, no research has been conducted so far investigating the use of Thinking-based learning and short stories will certainly improve students' critical reading skills in the level of upper secondary students in Thailand. Also, English teachers still don't have a guideline for improving critical reading skills in English language classroom. The researcher hopes this study might be implemented and beneficial to some classroom context, to help students develop their critical reading skills. Therefore, it is of interest for the researcher to examine whether the use of Thinking-based learning and short stories will certainly improve upper secondary students' critical reading skills.

2. Research Questions

The research study's foundation was built and led by the following research questions:

1. What is the effectiveness of Thinking-based learning activities that incorporate short stories in improving critical reading skills among grade-10 students before and after participation?
2. How satisfied are grade-10 students with the Thinking-based learning activities that use short stories aimed at improving critical reading skills?

3. Research Objectives

1. To compare the critical reading skills of grade-10 students before and after the implementation of thinking-based learning and short stories
2. To investigate the satisfaction levels with Thinking-based learning activities using short stories to improve critical reading skills

4. Research Hypothesis

Students' critical reading skills are significantly improved after the implementation of thinking-based learning and short stories.

5. Scope of Research

5.1 Population

The study's population was grade-10 students at Sukhothaiwittayakom School at Sukhothai Province during the first semester of the 2024 school year.

5.2 Sample

The sample of the study was 39 grade-10 students during the first semester of the 2024 school year, the Pre-Teacher program (Room 11) at Sukhothaiwittayakom School. The researcher selected the sample by using lottery.

5.3 Variable of the Research

There are two variables in this study including:

1. Independent variable: Thinking-based learning and Short stories
2. Dependent variable: Critical reading skills and satisfaction

5.4 Timing scope

This research was conducted as a quasi-experimental design, applying thinking-based learning and short stories to improve the critical reading skills of grade-10 students at Sukhothaiwittayakom School in Sukhothai Province, Thailand, during Semester 1 of the 2024 academic year. The study spanned 14 class periods, with 12 periods dedicated to instruction over six weeks, two periods per week, and one period each for the pretest and posttest.

5.5 Content scope

The research explored the application of thinking-based learning and the use of short stories to enhance the critical reading skills of grade-10 students at Sukhothaiwittayakom School. The study incorporated three short stories proven to bolster critical reading: Anita Desai's "A Devoted Son," Anna Sewell's "Black Beauty," and Edgar Allan Poe's "The Black Cat." These narratives were condensed and presented in a simplified form by the researcher, dedicating two sessions to each story.

6. Keywords

Thinking-based learning refers to an instructional approach aimed at fostering students' higher-order thinking skills by integrating explicit thinking strategies into content learning. In this study, TBL is applied through three structured reading phases—pre-reading, while reading, and post-reading—using short stories to enhance students' critical reading skills. In the pre-reading phase, students activate prior knowledge, make predictions, and set purposes for reading, encouraging them to hypothesize about the themes and plot of the short story. During the while-reading phase, students analyze the text in real time, using strategies such as comparing and contrasting, identifying cause and effect, and evaluating evidence, which enhances their ability to make inferences and draw conclusions. In the post-reading phase, students reflect on the story, discuss interpretations, and draw conclusions, engaging in thoughtful discussions that consolidate their critical reading skills. This combination of TBL with the three reading phases is designed to guide students through a process of critical analysis, fostering deeper understanding, reflection, and evaluation of texts.

Short stories refer to the literary texts used in this study, chosen for their potential to improve critical reading skills, specifically in making inferences and drawing conclusions. The selected stories include "A Devoted Son" by Anita Desai, "Black Beauty" by Anna Sewell, and "The Black Cat" by Edgar Allan Poe. These stories, ranging from 10 to 15 pages in length, provide rich narratives and complex moral dilemmas suitable for fostering deep analysis and critical engagement among grade-10 students. Their concise format ensures that students can engage with the text meaningfully within the designated study period.

Critical reading skills refer to the ability of grade-10 students to make inferences and draw conclusions from reading short stories. These skills involve analyzing text, interpreting implied meanings, and evaluating information to understand deeper layers of the narrative. In this study, the focus is on how students can discern underlying messages, connect ideas, and assess the implications of the text, which are essential components for improving overall comprehension and critical engagement with the material.

Grade-10 students refer to the 39 students enrolled in Matthayom 4 (equivalent to grade-10) during the first semester of the academic year 2024, in the Pre-Teacher program (Room 4/11) at Sukhothaiwittayakom School, Sukhothai.

Satisfaction refers to the degree of contentment and fulfillment experienced by grade-10 students regarding the Thinking-based learning activities integrated with short stories in the study. This concept encompasses students' perceptions of the effectiveness, engagement, and relevance of the instructional methods used to enhance their critical reading skills. Satisfaction is assessed through student feedback, evaluations, and reflections on their learning experiences throughout the research.



CHAPTER 2

Literature Reviews

To enhance students' understanding of why Thinking-based learning and short stories are effective strategies for improving critical reading skills, this section will review the following:

1. Critical Reading Skills
 - 1.1. The Importance of Critical Reading Skills
 - 1.2. Critical Reading Skills: Making Inferences and Drawing Conclusions
 - 1.3. Critical Reading Skills and Short Stories
 - 1.4. Critical Reading Assessment
 - 1.5. Teaching Critical Reading Skills
2. Critical Reading Skills in Education
 - 2.1. Thailand's Basic Education Curriculum and Critical Reading
 - 2.2. Foreign Language Learning and Critical Reading
 - 2.3. Connection to Critical Reading Skills: Making Inferences and Drawing Conclusions
3. Thinking-based learning
 - 3.1. Theoretical Frameworks
 - 3.2. Key Components of Thinking-based learning
4. Short Stories
 - 4.1. Definition of short story
 - 4.2. The Advantages of teaching short stories
 - 4.3. Selecting suitable short stories
 - 4.4. Strategies for teaching short stories
5. Related research and studies
6. Conceptual Framework

1. Critical Reading Skills

In various fields of study, such as psychology, philosophy, and education, critical reading is characterized in a different way. According to certain established

scholars' traditional conceptions of critical reading (Kaowiwattanakul, 2021; Dewey, 1909; Ennis, 1987; Glaser, 1941), one must employ logic to support their actions or beliefs. To be sure, it's important to recognize the variations in how each academic discipline's unique characteristics are described in depth when discussing critical reading. According to Facione (1990), self-regulation, interpretation, analysis, assessment, and inference are the fundamental components of critical reading. In order to communicate judgment, analysis involves figuring out how states, questions, or descriptions relate to one another.

Eoghan Ryan (2023) defined critical reading as the ability to effectively analyze information and form a judgment. This requires awareness of personal biases and assumptions when encountering information, as well as the application of consistent standards when evaluating sources. It is essential for making informed decisions about information sources and for developing sound arguments. Critical reading promotes a logical, impartial, and self-aware approach, which helps in identifying trustworthy sources and strengthening conclusions. It involves analyzing data from multiple sources and using logic to draw conclusions. The analysis may lead to the determination that a particular piece of evidence is unreliable or that a conclusion is flawed, but it is important to be able to explain the reasoning behind this judgment and how it fits into the broader context of the literature.

Critical reading extends beyond simply summarizing content from readings or lectures. It involves synthesizing, analyzing, and evaluating learned information to develop a well-founded argument or perspective (The University of Edinburgh, 2021). Diyani (2016) stated that critical reading involves reflection and examination when making judgments and addressing issues. It is a deliberate process guided by reasoned evidence, grounded in logic and thorough reasoning. Critical reading involves describing issues, identifying opposing arguments, analyzing relevant evidence, asking critical questions, and effectively using information to make reasoned decisions.

The term "critical" originates from the Greek word "kritikos," meaning "judge." It requires both rationality and convergent thinking. Bassham (2008) claimed that critical reading is "involving or exercising skilled judgment or observation." Critical reading in this context is thinking clearly and intelligently. More specifically, critical reading refers

to a wide range of cognitive skills and intellectual dispositions required to effectively identify, analyze, and evaluate arguments and truth claims; discover and overcome personal preconceptions and biases; formulate and present convincing reasons for conclusions; and make reasonable, intelligent decisions about what to believe and what to do. According to Bloom's Taxonomy, Bassham (2008) said about critical reading in high schools and colleges. In many high schools, the emphasis tends to be on "lower-order thinking." Students are simply expected to passively absorb information and then repeat it back on tests. In college, by contrast, the emphasis is on fostering "higher-order thinking": the active, intelligent evaluation of ideas and information.

In closing, critical reading is characterized differently in various fields of study and involves using logic to support actions or beliefs. It includes self-regulation, interpretation, analysis, assessment, and inference. Critical reading involves effectively analyzing information and forming a judgment while being aware of one's own biases and assumptions. It is necessary for making decisions about information sources and developing one's own arguments. It goes beyond simply recounting information and requires synthesizing, analyzing, and evaluating what one has learned to develop their own argument or viewpoint. Furthermore, critical reading and Bloom's Taxonomy go hand in hand. Bloom's taxonomy starts with lower-order thinking skills defined as knowledge (memorization), comprehension, and application, and gradually drives students to the higher-order thinking skills that were adopted, based on Bloom's taxonomy, are evaluation, analysis, and synthesis.

1.1 The Importance of Critical Reading Skills

Al-Ghadouni (2021) stated that one of the most essential demands for growth among students is the development of critical reading, especially with the flow of knowledge and openness in the media. Critical reading may help you develop your thinking, gain knowledge, and evaluate it. The following examples show the significance of critical reading:

- 1.1.1. Critical reading is one of the most significant forms of reading since it allows individuals to acquire and criticize proper information as

a consequence of the explosion of knowledge and enormous research advances.

1.1.2. Critical reading is an educational need for preparing people who can evaluate ideas, provide solutions to problems, and thoroughly study topics to reach a proper conclusion.

1.1.3. Critical reading makes a greater grasp of the cognitive material and frees the learner from dependency.

1.1.4. Critical reading encourages a mindset of inquiry, enquiry, and unwillingness to accept truths without further analysis.

1.1.5. The students become more optimistic, interactive, and involved in the educational process.

1.1.6. The students improve communication and research knowledge.

1.1.7. Giving the students the mental instruments that they need to face the challenges of the information era.

According to Durmonski (2022), critical reading is important in everyday life because it allows us to consider the consequences before making decisions. The quality of our lives depends on the quality of our decisions. We face daily challenges such as breaking bad habits, staying committed to good habits, self-regulating, and evaluating information. Without critical reading, we can be easily influenced by news, gossip, and trends. With critical reading, we can distill facts from the news, gather insights from social media, and spot shopping trends for business opportunities. Critical reading helps us make better decisions.

Bassham (2008) pointed out that there were three important benefits of critical reading. First, the benefits of critical reading in the classroom: higher-order thinking is emphasized in college, promoting the active, intelligent evaluation of ideas and information. As a result, critical reading is essential throughout the college curriculum. Students in a critical reading course learn a variety of skills that can significantly improve their classroom performance, such as understanding other people's arguments and beliefs, critically evaluating those arguments and beliefs, and developing and defending one's own well-supported arguments and beliefs. Second, the benefits of critical reading in the workplace: employers are increasingly looking for

employees with good reading and communication skills—quick learners who can solve problems, think creatively, gather and analyze information, draw appropriate conclusions from data, and communicate their ideas clearly and effectively—rather than highly specialized career skills. Finally, the benefits of critical reading in life: critical reading can help us avoid making foolish personal decisions, promote democratic processes, and bring personal enrichment to our lives. It teaches us to think about important life decisions more carefully, clearly, and logically. It is vital for citizens' decisions to be as informed and deliberate as possible. Critical reading can help free us from the unexamined assumptions and biases of our upbringing and society, allowing us to lead self-directed, “examined” lives. This personal liberation is the goal of a liberal arts education.

In short, critical reading is essential for growth among students, as it helps them develop their thinking, gain knowledge, and evaluate it. It allows individuals to acquire and criticize proper information, prepares people to evaluate ideas and provide solutions to problems, and frees the students from dependency. It also has benefits in the classroom, workplace, and life. It can help us avoid making foolish personal decisions, promote democratic processes, bring personal enrichment to our lives, and allow us to consider the consequences before making decisions. When it comes to reading, it seems likely that learners' cognitive abilities will include the capacity for analysis, evaluation, and argumentation. The dispositions of open-mindedness, curiosity, cognitive maturity, truth-seeking, analyticity, systematicity, and self-assurance in critical reading follow from these.

1.2 Critical Reading Skills: Making Inferences and Drawing Conclusions

Making inferences and drawing conclusions are crucial components of critical reading. Inferences involve interpreting information that is not explicitly stated, allowing readers to fill in gaps and connect ideas. Drawing conclusions requires synthesizing the information presented, evaluating its relevance, and forming judgments based on evidence from the text. These skills enable readers to understand underlying themes, recognize biases, and assess the credibility of arguments.

For example, when reading a short story, a critical reader does not simply accept the plot at face value but seeks to understand the motivations of the characters, the implications of their actions, and the broader social or moral messages. This involves analyzing the context in which the story is set, considering the author's perspective, and evaluating the evidence presented in the narrative. A critical reader may ask questions such as:

What assumptions does the author make?

Are there alternative interpretations of the events?

How do the characters' actions reflect societal values?

By engaging with the text on this level, readers can draw informed conclusions that are not only based on the text itself but also on their prior knowledge and experiences. This reflective process enhances comprehension and retention, allowing students to apply insights gained from their readings to real-world situations.

Additionally, research has shown that explicit instruction in making inferences and drawing conclusions can significantly improve students' critical reading skills. Activities that encourage discussion and debate about different interpretations of a text can further develop these abilities. As students articulate their reasoning and listen to differing viewpoints, they refine their analytical skills and deepen their understanding of the material.

In summary, making inferences and drawing conclusions are vital components of critical reading that allow readers to engage deeply with texts. These skills promote a more nuanced understanding of literature and enable students to develop critical perspectives that inform their responses to various texts and contexts.

1.3 Critical Reading Skills and Short Stories

Short stories can significantly enhance critical reading skills for two primary reasons. Firstly, like all literary works, a short story is allegorical, possessing both literal and implicit meanings that extend beyond the surface. To derive the intended meaning, readers must engage in pondering, deducing, analyzing, and synthesizing the information provided. This active engagement hones their critical reading skills. Tung

and Chang (2009) emphasized that literature reading is a complex process requiring readers to recollect, retrieve, and reflect on previous experiences or memories to generate meanings from the text. This process involves several skills, such as distinguishing between facts and opinions, understanding both literal and implied meanings, recognizing the narrator's tone, identifying relevant details, inferring relationships among details, evaluating multiple perspectives, and making informed decisions. Most importantly, students must apply what they learn through this process to other contexts or real-life situations.

Secondly, short stories are closely tied to life, often reflecting the human experience. Although the subject matter may be fictional, the characters and events can appear realistic and relatable. This characteristic allows short stories to serve as a "simulation of society," enabling students to explore various perspectives and develop empathy for others (Oatley, 2016). By engaging with narratives that relate directly to everyday life, students can cultivate one of the essential aspects of critical reading: the ability to make inferences and draw conclusions. As they read, they form schemata about specific topics, which they retain in memory and use as a guide for future decision-making.

Evidence supports these concepts, indicating that when students approach short stories with a problem-solving mindset, they assess information, draw conclusions, make inferences, and develop coherent lines of thought (Pardede, 2019; Riecken & Miller, 1990). As noted by Pardede (2019), "Literature...is the single academic discipline that can come closest to encompassing the full range of mental traits currently considered to comprise critical thinking" (Lazere, 1987).

In summary, short stories provide a rich context for developing critical reading skills, encouraging students to analyze, interpret, and engage deeply with narratives. Research supports the positive relationship between critical reading and short stories. Thus, critical reading is a key cognitive capacity that enables students to analyze, evaluate, and synthesize information. In the context of literature, critical reading is essential for comprehending and interpreting stories. Short stories, with their concise yet powerful narratives, serve as an excellent medium for building and refining critical reading skills.

1.4 Critical Reading Assessment

Researchers have proposed several recommendations for creating assessments best suited to evaluate critical reading skills. First, rather than relying solely on conventional multiple-choice formats, open-ended question types may be more effective for evaluating critical reading. According to Ku (2009), empirical data suggest that open-ended measures are more sensitive to the dispositional components of critical reading than multiple-choice measures, reflecting the notion of critical reading more accurately. Therefore, Ku suggests employing mixed-item assessments that include both multiple-choice and open-ended questions to capture the cognitive and dispositional aspects of critical reading. He asserts that “teachers should adopt various assessment methods, such as assignments that facilitate the strategic use of reading skills in everyday contexts, exercises that allow students to construct their own answers, and follow-up questions to probe students’ reasoning when using multiple-choice exercises.”

Additionally, assessment tasks should represent "authentic" problem situations and performances (Bonk & Smith, 1998; Halpern, 1998). This implies that assessments must be based on models that closely mimic real-world challenges and situations. Furthermore, tasks should be ill-structured, requiring students to draw conclusions or provide assessments based on knowledge beyond the given assignment (Moss & Koziol, 1991). Issues should have multiple plausible answers, and the assignment should provide sufficient data and supporting materials for students to defend various viewpoints (Moss & Koziol, 1991).

Silva (2008) provided several examples of contemporary critical reading assessments that utilize novel item formats, advocating for new assessment modalities to evaluate higher-order skills. For instance, students are often given a 90-minute task with access to a variety of written materials on a relevant topic. The task typically simulates a real-world scenario, after which students are expected to generate opinions and propose solutions.

Peer-reviewed assignments also promote critical reading, information synthesis, and argument writing rather than merely incorporating surface facts into written tasks. Peer assessment enhances both writers' and critical readers' skills, as reviewers can provide constructive feedback to improve the authors' final submissions (Todd & Hudson, 2007).

The norm-referenced assessment, strongly linked to critical reading, may also be used to evaluate students' critical writing. It consists of two sections: in the first, students answer questions about a designated article; in the second, they write an evaluation of the article based on specific criteria such as purpose, inquiry, information, inference, concept, assumption, implication, and point of view. Two experienced assessors then use an analytical rubric to grade each student's work (Crook, 2006). This rubric serves as a useful tool for assessing students' proficiency in both writing and critical reading, similar to any other assessment method.

In summary, critical reading assessments should require higher-order thinking skills such as analysis, synthesis, and evaluation. Students will be asked to explain and justify their claims, make inferences, or draw conclusions that go beyond the provided data and information. The design of these critical reading assessments aims to provide a realistic and credible way to measure critical reading skills.

1.5 Teaching Critical Reading Skills

To teach critical reading skills effectively, educators should employ strategies that encourage students to grasp and utilize these skills. A study investigated the perspectives of teachers and students regarding which activities best foster critical reading. Both groups identified critiquing journal articles, engaging in discussions, producing research papers, evaluating case studies, and debating topics as effective practices for developing critical reading skills. Teachers can facilitate this by asking students to critique a journal article, guiding them to consider multiple perspectives, question those perspectives, evaluate the evidence supporting claims, and assess potential biases (Alsaleh, 2020; Lawrence et al., 2008).

Furthermore, questioning techniques can help students develop higher-order thinking skills, including self-reflection, revision, and social argumentation, all

essential for critical reading. Socratic questioning is a popular and effective teaching strategy that aids students in generating thoughtful questions, thereby enhancing their critical reading abilities (Yang et al., 2005). Yang et al. (ibid.) studied how Socratic questioning improved students' critical reading skills during asynchronous discussions over two consecutive 16-week semesters with veterinary undergraduate students from a Midwestern university in the United States.

Hansen and Salemi (2012) presented a compelling argument for using class discussions to foster higher-order cognitive skills. They stated that “during the discussion, students aim to produce their own answers and interpretations while also understanding and evaluating the interpretations and opinions of their classmates.” The dynamic and ongoing nature of a productive discussion allows for the exchange of ideas and the growth of all participants' critical reading skills. They proposed five steps for designing a successful class discussion: ‘1. Defining the goals of the course; 2. Choosing materials; 3. Preparing sets of questions to guide the discussion itself; 4. Planning the mechanics of the discussion; and 5. Defining the responsibilities and evaluating the performance of discussion leaders’ (Hansen & Salemi, 2012).

Additionally, writing activities have long been utilized to improve critical reading skills. Bean (2011) outlined instructions for writing tasks that foster critical reading. He emphasized that writing assignments represent one of the most adaptable and effective ways to incorporate critical reading exercises into a course, as the writing process itself necessitates extensive critical reading skills. He claims that assignments promoting critical reading should shift from topic-centered to problem-centered tasks that are primarily argumentative or analytical.

In summary, a review of critical reading teaching strategies reveals various methods and activities that can enhance students' critical reading skills. These strategies align well with thinking-based learning approaches, both emphasizing active engagement and cognitive depth. Examples include posing thought-provoking questions, problem-solving activities, Socratic questioning, debates, case studies, reflection exercises, and argumentative writing. Therefore, this study offers suggestions to assist teachers in selecting and implementing the most appropriate strategies in the classroom.

2. Critical Thinking in Education

Critical reading is increasingly recognized as an essential skill in education, fostering students' ability to analyze, evaluate, and create meaning from texts. Ennis (1989) defines critical reading as "reasonable reflective thinking that is focused on deciding what to believe or do." This definition underscores the significance of reasoning, reflection, and decision-making as core components of critical reading. In educational contexts, critical reading enables students to navigate complex texts, solve problems, and make informed judgments.

Facione (1990) identifies several key skills associated with critical reading, including interpretation, analysis, evaluation, inference, explanation, and self-regulation. These skills are crucial for students to develop a deeper understanding of content and engage in higher-order thinking. Educational frameworks, such as Bloom's Taxonomy, have been revised to incorporate critical reading skills, emphasizing the need for students to engage in tasks requiring analysis, synthesis, and evaluation (Anderson & Krathwohl, 2001).

To sum up, critical reading is a vital educational skill that enables students to analyze, evaluate, and create meaning from texts. It encompasses reasoning, reflection, and decision-making, which assist students in navigating complex information and solving problems. Key skills associated with critical reading include interpretation, analysis, evaluation, inference, explanation, and self-regulation, fostering higher-order thinking and emphasized in educational frameworks like the revised Bloom's Taxonomy.

2.1 Thailand's Basic Education Curriculum and Critical Reading

Thailand's Basic Education Curriculum (2008) integrates critical reading skills across various subjects, including foreign language learning. The curriculum's emphasis on thinking capacity and problem-solving reflects a commitment to developing students' critical reading abilities. By promoting analytical, synthetic, constructive, critical, and systematic thinking, the curriculum aligns with educational best practices that emphasize critical reading's importance in fostering lifelong learning and adaptability.

The curriculum also encourages students to engage in reflective thinking and make informed decisions based on accurate information and sound reasoning. These skills are essential for preparing students for the complexities of the modern world, where they must navigate diverse cultural, social, and economic contexts. Furthermore, the curriculum's focus on foreign language learning supports the development of critical reading skills, as students must interpret, analyze, and evaluate information within different linguistic and cultural frameworks.

2.2 Foreign Language Learning and Critical Reading

Research indicates that foreign language learning can significantly enhance critical reading skills. Language acquisition involves understanding and interpreting new linguistic and cultural contexts, requiring higher-order thinking skills. According to Cummins (1981), bilingual or multilingual students often demonstrate greater cognitive flexibility, metalinguistic awareness, and problem-solving skills compared to their monolingual peers.

Moreover, learning a foreign language has been shown to enhance students' critical reading abilities by exposing them to various ways of expressing ideas and understanding the world (Byram, 1997). This exposure broadens their cognitive frameworks and encourages them to evaluate information from multiple perspectives. Tasks involved in language learning, such as comparing grammatical structures, understanding idiomatic expressions, and interpreting cultural references, require students to analyze, interpret, and evaluate information critically.

In conclusion, learning a foreign language can enhance critical reading skills by engaging students in higher-order thinking. Bilingual or multilingual students tend to exhibit greater cognitive flexibility, metalinguistic awareness, and problem-solving abilities. Language learning exposes students to diverse ways of expressing ideas and understanding the world, broadening their cognitive frameworks and encouraging evaluation of information from multiple perspectives.

2.3 Connection to Critical Reading Skills: Making Inferences and Drawing Conclusions

The development of critical reading skills, particularly in making inferences and drawing conclusions, is a central theme in Thailand's Basic Education Curriculum. Critical reading involves analyzing information, identifying patterns, and drawing logical conclusions based on evidence. The curriculum cultivates these skills through various learning activities that require students to engage in reflective thinking, interpret data, analyze information, and evaluate arguments.

For instance, the curriculum outlines specific skills for Grade 12 graduates, such as identifying main ideas, analyzing essence, concluding, interpreting, and expressing opinions based on listening and reading materials. These objectives directly align with the critical reading processes of making inferences from available information and drawing reasoned conclusions.

Moreover, the emphasis on foreign language learning within the curriculum further supports the development of critical reading skills. Learning a new language necessitates that students interpret and understand various linguistic structures, idioms, and cultural references, thereby enhancing their ability to analyze and synthesize information from diverse sources. Additionally, effective communication in a foreign language fosters critical reading, as students must choose appropriate language and strategies based on context and audience.

In this study, the researcher hopes that utilizing Thinking-based learning and short stories will effectively enhance students' critical reading skills as required by Thailand's Basic Education Curriculum A.D. 2008. This involves enabling students to make meaningful use of the information they have learned to communicate effectively across various situations while transferring that knowledge to further education and future employment, ultimately preparing them for future success and excellence.

3. Thinking-based learning (TBL)

Thinking-based learning (TBL) is a learning approach that highlights the development of critical thinking skills and metacognition in students, with the goal of moving beyond simple content absorption to build deep conceptual comprehension

and problem-solving ability (McDermott, 2009). This review summarizes the existing literature on thinking-based learning in various educational contexts, including theoretical frameworks, major components, research findings, problems, and recommendations.

Thinking-based learning (TBL) has emerged as a new and cutting-edge approach that focuses on supporting learning through active participation of learners. TBL promotes the game-changing importance of thinking in learning. It is an active methodology that teaches pupils how to learn, think, reason, analyze, and make suitable judgments. Thinking-based learning's vision is not limited to information acquisition, but also includes enabling learners to apply taught facts and concepts in real-life situations. It breaks up the monotony of learning, making it more intriguing, enjoyable, entertaining, and engaging (Malik, 2022).

3.1 Theoretical Frameworks

Thinking-based learning (TBL) is based on numerous theoretical frameworks, including Bloom's Taxonomy, which categorizes cognitive skills from lower-order to higher-order thinking (Anderson & Krathwohl, 2001). Furthermore, models such as the Revised Bloom's Taxonomy, the SOLO Taxonomy, and the 4Cs framework provide frameworks for developing TBL activities and evaluations (Marzano & Kendall, 2007; Biggs & Collis, 1982; Partnership for 21st Century Skills, 2007).

3.2 Key Components of Thinking-Based Learning:

1. Questioning Techniques: TBL promotes effective questioning tactics to encourage student inquiry, critical analysis, and metacognitive reflection (Paul, 1993).
2. Problem-Based Learning (PBL) assignments engage students in real-world situations, encouraging application, analysis, and collaborative problem solving (Savery, 2006).
3. Thinking-based learning fosters metacognition through activities such as self-assessment, goal setting, and reflection, which improve students' abilities to monitor and regulate their learning processes (Flavell, 1979).

4. Collaborative Learning: Collaborative activities promote communication, teamwork, and the sharing of varied perspectives, hence increasing the learning experience (Johnson & Johnson 2009).
5. Authentic Assessment: Thinking-based learning supports authentic assessments that are linked to real-world problems, allowing students to exhibit their learning, problem-solving abilities, and creativity in meaningful circumstances (Wiggins 1993).

In essence, Thinking-Based Learning offers a comprehensive framework for enhancing critical reading by fostering higher-order thinking skills, encouraging inquiry and reflection, integrating real-world contexts, and emphasizing collaboration and communication. By embedding these elements into instructional practices, educators can cultivate students' ability to interpret, analyze, and evaluate texts. TBL also promotes metacognitive awareness, enabling students to reflect on their reading strategies and comprehension. These practices prepare students to engage deeply with complex texts, make inferences, draw conclusions, and critically assess information in diverse contexts.

4. Short Stories

4.1 Definition of short story

Wimmer (2015) stated that a short story is often a brief work of fiction that is written in prose. The oral storytelling custom and scenes from classical Mediterranean epics like “The Epic of Gilgamesh” and “Homer’s Iliad” might be considered the first examples of the short narrative. The oral storytelling tradition that influenced the short story includes parables, fables, fairy tales, and anecdotes like ‘The Painting of the Dog and His Reflection’ from ‘Aesop’s Fables’. Actually, ‘Aesop’s Fables,’ which were initially compiled in the 4th century B.C., may have been the earliest collection of short stories in Western literature. The evolution of the short story has been affected over time by genres and authors from around the world. For instance, both its form and subject matter have been greatly influenced by Norse folklore, Irish ballads, and Gothic ghost stories.

A short story is a literary prose piece that is less extensive than a novel. In his article “The Philosophy of Composition,” Edgar Allan Poe recommended that short stories be read in a single sitting, taking anything between 30 minutes and two hours. A short story can be between 1,000 and 20,000 words long in modern literature. A short story often concentrates on one storyline, one major character (with a few supporting characters), and one primary topic due to its shorter length, but a novel can cover several stories and themes with a number of significant characters (Burroway, Stuckey-French, & Stuckey-French, 2019)

A short story is a short fictional prose narrative that is shorter than a novel and generally only involves a small number of characters. Typically, it is focused on a particular idea that is expressed in just a few key moments or episodes. Character is often hinted at but seldom completely developed in action and dramatic encounters, the form fosters economy of setting, brevity of storytelling, and the removal of a complicated storyline. However, despite its often-limited scope, a short story is sometimes judged on its capacity to offer a “complete” or satisfactory presentation of its characters and theme (Hansen, 2019).

A short story is a piece of fiction that is often written in prose and frequently takes the form of a narrative. In a short story, there are typically only a few characters, and the storyline is frequently secondary to the development of the atmosphere. It is a fictional work with a conceptual theme that illustrates the problems of the characters. The shortest stories are often little more than a page or two. Also, short stories are one of many different genres of literature, and they are one of them. It is a brief narrative in the broadest definition of the word. It is a genre or form that has its own identity (Sarkar, 2021).

In short, a short story is a short narrative that often concentrates on a single storyline, a single setting, a few characters, and is set over a condensed amount of time. It can be between 1,000 and 20,000 words long. The complexity of short stories is typically lower than novels. The following essential components of dramatic structure are frequently seen in larger works of fiction: exposition, complexity or turning point, increasing action, crisis, climax, resolution, and moral.

4.2 The Advantages of Teaching Short Stories

Kurdi & Nizam (2022) found out that there are various advantages if properly selected and taught. Short stories provide language learners with many linguistic, personal, social, cultural, emotional, and cognitive benefits. The stories are seen as being rich in vocabulary, and they can help ESL learners overcome their negative attitudes about reading comprehension, think critically, improve their motivation, and allow them to practice their language skills.

Şentürk & Kahraman (2020) had an experiment on the use of short stories in English language teaching and its benefits on grammar learning. The findings revealed a significant improvement in both grammar scores and students' attitudes toward literary works. Overall, the research seems to support the idea that including short stories into language classroom lessons might help students' understanding of grammar. This result showed a strong link between student grammatical proficiency and the use of short stories in teaching.

Using stories to practice grammar is particularly effective because it allows students to: see how grammar is used in real-world situations; remember grammar more readily than with discrete sentences on unrelated topics; develop their creativity; learn about significant individuals and events from the past and present; feel recognized and empowered when classroom stories reflect or even are about their own experiences; and be motivated to learn more or take action on a subject (Brun-Mercer, 2022).

Short stories would enable students to read more critically. According to Young (1996), "stories put issues of critical thinking in an easily remembered context" (p. 90). In other words, the short story format makes it easier for students to learn how to think critically in a fun and engaging way. Both lower-order and higher-order thinking are included in the cognitive domain of thinking skills, or Bloom's Taxonomy. Therefore, it is necessary for teachers to activate them (Akaba, n.d.).

There are several advantages to teaching short stories such as understanding sentence structures, lexical chunks, the growth of students' vocabulary, the ability of students to use vocabulary appropriately in meaningful sentences,

students' tense use, correct word order, and proper document use. Additionally, short stories can enhance critical and analytical thinking skills. They can also be used to teach a theme, as students can read the entire text, identify the theme, and discuss its development in the class.

4.3 Selecting suitable short stories

A student's involvement with literature in an English classroom is influenced by a number of variables. Although the students in secondary English classes are increasingly from a variety of cultural backgrounds, not every student or learning style is well-suited to the literature that is often taught in such settings. Theories of literary responses describe how readers make sense of texts by drawing on their own experiences as well as their social and cultural context (Beach, 1995). In order to enable individuals who are traditionally marginalized to interact with literature intellectually, it is crucial that teachers choose texts that are relevant to their students' cultures.

According to Pardede (2021), choosing short stories for a lesson is one of the most crucial things instructors can do when using short stories to teach English because some of them contain foreign and archaic terminology as well as figurative language like metaphors and allusions. Sentences in short stories can often be convoluted and twisted. It is best to steer clear of short stories with such challenging vocabulary and phrases for students who are not yet intermediate.

According to Hill's (1994) criteria, teachers should: (a) tailor short stories to students' needs and abilities; (b) tailor the stories' linguistic and stylistic level to students' proficiency level; and (c) ensure that the amount of background information necessary for a true appreciation of the material is appropriate. These recommendations serve as a practical guide for teachers. Teachers should also choose short stories whose length allows them to cover the material in full within course hours.

Teachers can prevent "frustrational reading" by choosing stories that are appropriate for the linguistic competency of their students (Schulz, 1981). Stories should include a variety of subjects in order to be selected based on the preferences of the students, as noted by Akyel and Yalçin (1990). This is because a wide range of themes will appeal to a wide range of interests and preferences. However, in order to

prevent conflicts, the topics must be “consistent with the traditions that the learners are familiar with” (Widdowson, 1983).

To be brief, the language and sentence structure of the short story to be studied must be appropriate for the students’ level. Short stories including archaic, slang, foreign phrases, and allusions, as well as lines emulating the dialect of a certain setting, uneducated people, or foreigners, must be avoided. Similarly, students struggle to grasp overly long sentences. Students will become bored and will not read the work if they do not grasp the sentences and terms. As a result, before presenting the short stories, the instructor should consider the text’s readability. On the market, there are graded or simplified tales. The teacher may believe that their sentence structure and vocabulary are appropriate for the students’ level.

4.4 Strategies for teaching short stories

The instructor must provide exercises to aid students in understanding the content after selecting the short stories. Students need to have been assigned a short story to read beforehand. This is due to the fact that while reading short stories for the first time, students tend to concentrate on its structural significance. As stated by Rivers and Temperley (1978), “reading any text effectively obviously requires an understanding of its structural meaning.” Nonetheless, there are differences in the reading and comprehension speeds of students, and public high schools have constrained class hours. If the students have read the selected book earlier, they will be familiar with the story’s subject matter or at least be able to comprehend its surface meaning. Students should study the content ahead of time in order to make the most of their allotted time. In order for the students to understand the writer in the context of her/his period, the instructor should provide very brief background information on the writer before reading the work aloud in class.

Tso (2014) suggests a pre-reading, while-reading, and post-reading strategy based on the reader-response approach to increase student enjoyment and class relevance. A model based on Grimm’s Snow White and the Seven Dwarfs that was used at a university is used to explain the process. To help students remember the stories, a little clip taken from the movie is shown at the start of the pre-reading phase.

After that, students work in pairs to discuss and record their thoughts of the stories while exchanging questions and answers. The next task given to the students is to read the story closely and then write a synopsis of it. Next, using thought-provoking questions, the students discuss the story in small groups. With each group presentation, the while-reading may come to an end. As part of the post reading phase, they are given a story from a shelf to rework or interpret.

The literary analysis and linguistic analysis methods place a strong emphasis on reading, but they may also be used to assess reading proficiency at pre-intermediate, intermediate, and advanced levels. (Kaya, 2014; Turan, & Colak, 2018). Three phases comprise the linguistic analysis: pre-reading, while-reading, and post-reading. Students engage in warm-up exercises where they debate the story's title aloud before beginning the pre-reading. The next task given to the students is to read the narrative out to themselves once or twice. Various activities can be done after it, based on the class levels. It may be requested of pre-intermediate students to hear the instructor read the narrative aloud. A volunteer student or two is requested to read aloud parts of the story. Finding the meanings of uncommon terms through discussion might be the next task. Small group discussions on the story's grammatical and morphological elements might come after the upper-intermediate or advanced class discusses the narrative using comprehension and inference questions. After reading the text aloud, students could be given tasks like rewriting certain words with the word "if," changing some conversations into paragraphs, and changing active sentences to passive ones.

Linguistic analysis is carried out prior to literary analysis. The purpose of it is to encourage the students to investigate the short story's plot, character, subject matter, etc. (Turan & Colak, 2018). The components are introduced one by one at the start of this step. Subsequently, students examine the short story part in small groups, posing appropriate questions like: Who is the story's protagonist? What makes you believe that? Could you characterize his or her personality? Regarding him/her, what do you like and dislike? Do the characters in the story have round, flat personalities? Where does the narrative take place? What central theme exists? One way to wrap up a literary analysis is to give the students an analysis to write on one or more aspects of the short story.

The humanistic literature-based language education approach known as “short story-based language teaching” (SSBLT) aims to increase students’ linguistic, cultural, and personal awareness. This approach aims to improve critical thinking skills and language acquisition in learners by utilizing short stories in a welcoming environment (Khatib & Seyyedrezaei, 2017). Three steps make up this method’s implementation: pre-reading, while-reading, and post-reading. The pre-reading phase is designed to give background knowledge about the short story and the goals of the study. For the pre-intermediate while reading stage, the instructor can read the narrative aloud to the class slowly and clearly, using appropriate gestures, facial expressions, and tone to make it easier for the students to follow along. To keep students engaged during the reading, questions regarding the characters and the plot are posed to them. Students at intermediate or advanced levels are required to closely study the narrative. Students can then talk about unfamiliar words they come across. Students are required to collaborate in groups during the post reading phase and ask and respond to factual, referential, inferential, and evaluative questions. Following that, they write on the topic, discuss, and summarize the story, and paraphrase one or more passages.

Thapaliya (2012) presented Critical Thinking Strategies to teach short stories based on his experience using such techniques to teach short stories in Nepalese EFL classrooms. The three phases of the technique include anticipating, developing knowledge, and solidifying throughout each class session. During the anticipation phase, several tactics are used, such as think-pair-share (T-P-S), predicting from phrases, organized overview, and know-want-to-know-learn (K-W-L). During the building knowledge phase, partnered reading, summarizing, and directed reading activities (DRA) are used. fast reading and fast writing (QRQW), value line, and T-P-S methods are used during the consolidation phase. Critical thinking techniques, according to Thapaliya (2012), “can make students more creative, active, innovative, critical, analytical, and constructive” since they are built on a student-centered approach that increases student involvement.

Pardede (2011) and Yunita and Machdarifah (2018) recommend using a variety of useful and diverse activities to make the most of short stories. According to Pardede (2011), there is no one approach that works best for EFL instruction and the

use of short stories in the classroom because each teaching environment is different. Therefore, in order to maximize the use of short stories, educators must provide a variety of activities that suit different students' needs and learning objectives. For example, students may be given vocabulary activities to do before, during, or after reading a short story in order to increase their vocabulary. To help with this, teachers may create part-speech activities using words from the short stories, having students match terms to definitions or meanings and fill in the blanks with the appropriate word forms. For upper-intermediate and advanced students, predicting meaning from situations and discussing ideas with peers can be included to reading exercises. Students are given tasks in pairs or small groups to improve their writing skills after reading a short story. These tasks may include paraphrasing one or two paragraphs, turning a paragraph into a dialogue, writing a reader response, analyzing the short story's aspects, etc.

According to the above literature review, a large number of studies have been done on the advantages and efficacy of using short stories, the criteria for choosing stories that suit the needs and interests of students, and the teaching strategies, tactics, and activities related to using short stories in EFL classrooms. Nonetheless, the context of the learning setting and the linguistic competency level of the students still influence how short stories are used to teach critical reading skills. As a result, teachers should plan lessons based on the students' knowledge and proficiency levels.

5. Related studies

Janah et al. (2024) investigated the challenges students face when applying critical thinking to narrative texts. Conducted with junior high school students using a qualitative case study approach, the research collected data through observations, interviews, and document analysis. The findings revealed that students struggle with analyzing characters, understanding storylines, and identifying key themes. The study also highlights the effectiveness of teaching strategies like group discussions and open-ended questions in enhancing critical thinking. The results suggest that interactive and collaborative teaching methods are essential for improving students' critical thinking abilities in reading contexts.

Dudina (2024) explored the impact of integrating critical reading and research skills within an English for Careers curriculum for second-year medical students. Utilizing theories like constructivism, experiential learning, and the Community of Inquiry framework, the research involved a control and experimental group. A specialized curriculum was designed for the experimental group, and pre- and post-assessments measured improvements in critical reading and research skills. The results showed significant enhancement in skills such as reading comprehension, research article evaluation, and critical analysis among the experimental group compared to the control group. The study underscores the value of incorporating critical reading and research skill development in language learning contexts, particularly to prepare medical students for evidence-based patient care and ongoing professional development.

Tan (2023) explores the critical reading abilities of Grade 9 students in a public high school in the Philippines. Using a qualitative research design, the study gathered data through semi-structured surveys from both students and English teachers. The findings show that students perceive their reading skills as below average, with poor reading ability, limited vocabulary, and a lack of engagement with reading materials. Teachers highlighted that critical reading is a higher-order thinking skill, and improving these skills could enhance overall reading comprehension. The study also identified a lack of teaching resources as a significant factor contributing to students' poor reading skills. It concludes that better motivation and instructional strategies could help improve students' critical reading abilities.

Matmool and Kaowiwattanakul (2023) studied about the effect of using literature circle activities on English-speaking skills and critical thinking skills of EFL learners. The results found that the students demonstrated improvement in their English-speaking abilities, reaching the CEFR B2 level as evidenced by the pretest and post-test results. Furthermore, their English-speaking skills exhibited progressive enhancement during the three-unit tests that followed their engagement in the literature circle activities. Moreover, the results from the critical thinking skill test indicated that the students had developed critical thinking skills after participating in the literature circle activities. Content analysis of their writing responses demonstrated

a gradual increase in their ability to reason and think critically following their involvement in the literature circle activities.

Shin (2023) studied about enhancing the critical analysis skills in writing a literature review: an application of Bloom's Taxonomy for students in higher education. Through an analysis of the literature review assignments that were turned in to meet the requirements of the course, this study seeks to determine whether higher education students' critical thinking abilities increased over the course of the semester. When compared to the draft, critical thinking abilities in the final edition increased by around two Taxonomy levels, according to the findings of the t test, Wilcoxon-signed-rank test, and ANOVA.

Le (2023) studied the application of critical thinking to short story analysis: an experiment on a new teaching process. The current study aimed to assess the impact of the experiment on the teaching process in a literary class of 35 English major students at Nong Lam University. The results demonstrated that the experiment had a favorable impact on both students' interest in class activities and their critical thinking quality.

Bendraou and Sakale (2023) studied the impact of Problem-based learning and reading stories on the development of Moroccan Middle School students' critical thinking skills. The purpose of this study was to look into how problem-based learning and reading stories affect students' critical thinking skills in Moroccan middle high schools. The quantitative analysis revealed a significant difference between the experimental and control groups ($\text{sig} < 0.05$). The experimental group received higher thinking skills grades. Overall, we find that problem-based learning and reading stories improved critical thinking skills.

Verdugo and Márquez (2022) explored the influence of life stories and literature on critical thinking. The study investigated the impact of life stories and literature on English learners' critical thinking development by analyzing students' goal orientation, attitudes, and motivation in response to rhetoric passages with high sociolinguistic content. This result presented the study's qualitative data and highlights

the impact of literature and stories on students' engagement and awareness of critical thinking skills.

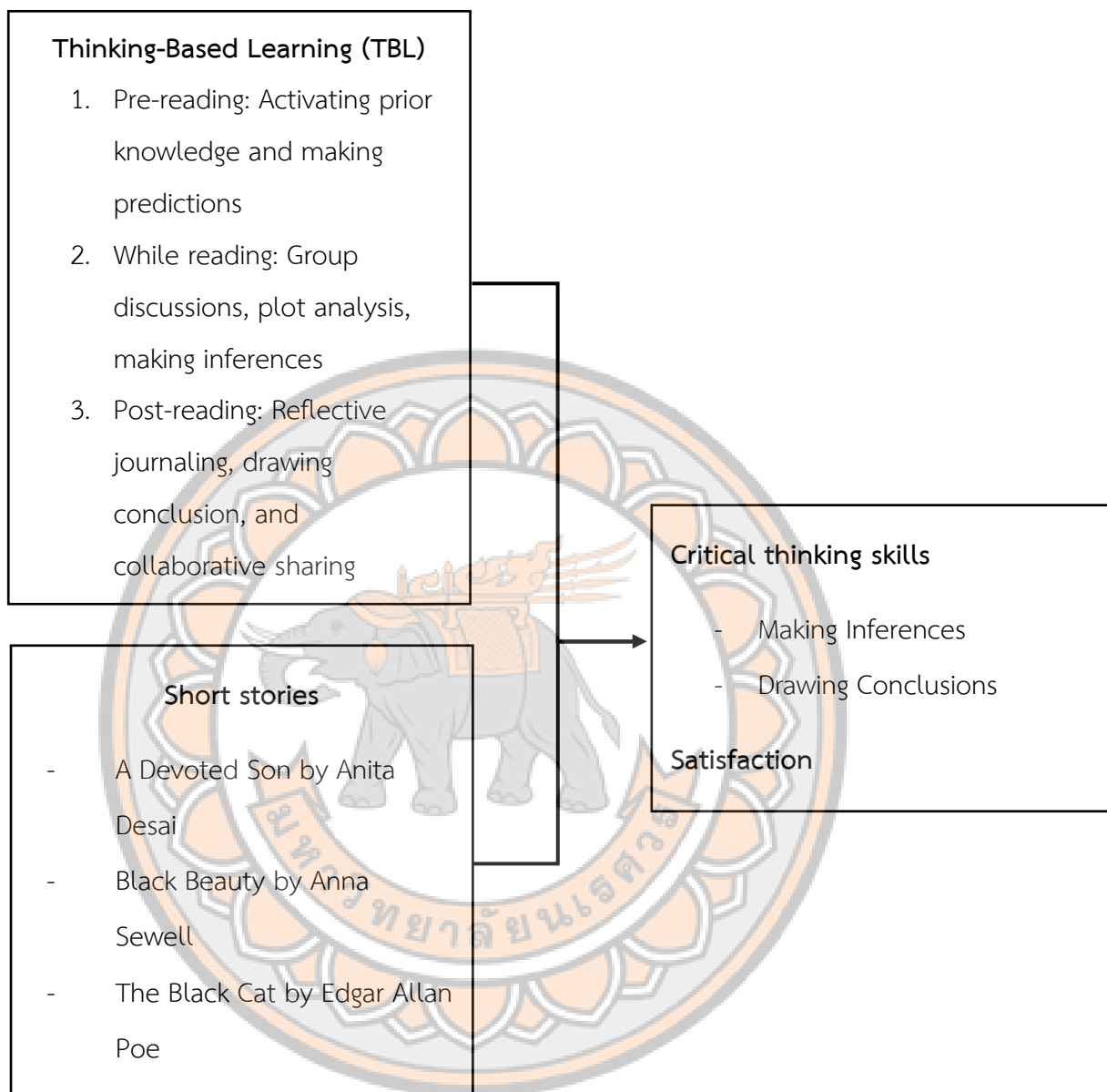
Dahal (2022) examined enhancing critical thinking through questioning: a case of teaching short stories. The study investigated the role of questioning in the teaching of short tales and attempted to apply the questioning technique to a short narrative from Nepal's Grade 12 English textbook. Bloom's taxonomy was utilized to propose the teaching of Anita Desai's short tale "A Devoted Son" as part of the questioning technique. The results of this study show that students in English classrooms are more engaged and energized when the questioning technique is used to teach short stories and other materials, as opposed to students who are not taught using questioning.

Kaowiwattanakul (2021) studied CEFR based learning approach: using literature to enhance EFL students' reading skills and critical thinking skills. The results found that the EFL students' reading skills and critical thinking skills improved significantly following participation in literature activities based on Reader-Response theory. The EFL students demonstrated average level critical thinking skills and held positive attitudes towards the use of literature activities for developing reading skills and critical thinking skills.

Boumediene (2021) used short stories to enhance EFL students' critical thinking. The study's findings revealed that reading short stories plays an important role in developing critical thinking skills. Furthermore, the study discovered that short stories help improve critical thinking skills in EFL students' behavior. As a result, short story reading must be incorporated into the Algerian educational curriculum.

Silberman et al. (2021) looked at the impact of Thinking-based learning on pharmacy students over a two-year period with 190 students. They administered the Health Science Reasoning Test (HSRT) both before and after Thinking-based learning intervention. The results showed a considerable improvement in the mean test score. The study established that Thinking-based learning has the potential to improve critical thinking talents and capabilities. Many research studies show that Thinking-based learning is beneficial in instilling distinct thinking processes in students.

6. Conceptual Framework



CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research methodology that was employed. It consists of population and samples, research instruments, data collection, and data analysis. The following explanations are provided for each of the items:

1. Population and Sample
2. Research instruments
3. Data collection
4. Data analysis

1. Population and Sample

1.1 Population

The population of the study was the grade-10 students in the academic year 2024 from 12 study programs (Room 1-12) at Sukhothaiwittayakom School at Sukhothai Province under the Secondary Educational Service Area Office Sukhothai.

1.2 Sample

The sample for this study consisted of 39 grade-10 students (Matthayom 4/11) from Sukhothaiwittayakom School, comprising 28 male and 11 female students. The participants were selected through a lottery method to ensure a fair and unbiased representation of the population. The study was conducted in the first semester of the academic year 2024. All participants are native Thai speakers, with their dialects potentially influenced by their respective provinces or areas. Despite the variation in dialects, the language of instruction in the classroom was English, facilitating a consistent learning environment for all students.

2. Research instruments

The instruction and data collection instruments were constructed as follows.

2.1 Lesson plans

The researcher created three lesson plans, each lasting four hours, for a total of twelve hours. Each lesson plan employs Thinking-Based Learning and short stories.

2.1.1 Explore the Basic Education Core Curriculum 2008, Grade 10–12, Foreign Languages Department.

2.1.2 Examine related studies and relevant documents about Thinking-based learning and short stories.

2.1.3 Analyze the content and learning objectives from the Basic Education Core Curriculum 2008, Foreign Languages Department, to create lesson plans.

2.1.4 Create five lesson plans, spending 2 hours on each lesson plan.

Lesson 1 A Devoted Son by Anita Desai

Lesson 2 Black Beauty by Anna Sewell

Lesson 3 The Black Cat by Edgar Allan Poe

2.1.5 Present the five lesson plans designed for expert review to ensure the accuracy and appropriateness of the skill training exercises, and make necessary revisions based on their feedback.

2.1.6 Present the revised lesson plans to three experts, who will review and evaluate their applicability.

2.1.7 Apply the lesson plans to the target group.

2.2 The pretest and posttest of critical reading skills

The pretest and posttest of critical reading skills consist of multiple-choice questions, where respondents are asked to select the correct answers from a list of choices. The test comprises 30 critical reading questions that require students to make inferences and draw conclusions based on excerpts from short stories. The processes for creating the pretest and posttest on improving critical reading skills, which comprises 30 questions to measure critical reading skills, are as follows.

2.2.1 Study the documents of a pretest and posttest creation to measure critical reading skills.

2.2.2 Study the content and objectives set forth in the study to create a pretest and posttest that has content validity.

2.2.3 Create a critical reading skills pretest and posttest consisting of 30 questions divided into 20 making inferences skills and 20 drawing conclusions skills.

- 2.2.4 Present the designed pretest and posttest for expert review to ensure that the details are correct and suitable, and change it based on recommendations.
- 2.2.5 The redesigned pretest and posttest were administered to three experts who assessed the test's correctness, language use, and appropriateness before determining its quality using the Index of Item-Objective Congruence (IOC).
- 2.2.6 The questions from the pretest and posttest, which experts were consulted less than 0.50, were revised according to expert recommendations.
- 2.2.7 The pilot test was carried out so that the instruments were tried out in the pilot group, 43 grade-10/9 students, for adjustments to be appropriate for the actual use and for checking the reliability of the instrument.
- 2.2.8 Analyze the difficulty and discrimination values to revise and improve the 30 exam questions, with a difficulty of .20 to .80 and a discrimination value of .20 or higher.
- 2.2.9 The 15 making inferences and 15 drawing conclusions questions were selected from the above analyzing processes.
- 2.2.10 Print out the critical reading skills pretest and posttest for the study.

2.3 Satisfaction questionnaire

The satisfaction questionnaire is designed to measure students' satisfaction with Thinking-based learning that incorporates short stories to improve critical reading skills. The questionnaire includes a range of items that assess various aspects of the learning experience, such as the content, activities, teacher support, peer interaction, and overall satisfaction. The processes for creating the satisfaction questionnaire, which consists of 15 items to evaluate the students' satisfaction, are as follows.

- 2.3.1 Study the documents related to the creation of satisfaction questionnaires to evaluate students' satisfaction with the Thinking-based learning activities incorporating short stories.

- 2.3.2 Review the content and objectives set forth in the study to design a satisfaction questionnaire that aligns with the objectives of the study and has content validity.
- 2.3.3 Create a satisfaction questionnaire consisting of 15 items, divided into five categories: (1) satisfaction with the lesson content, (2) satisfaction with the learning activities, (3) satisfaction with teacher support, (4) satisfaction with group work and peer interaction, and (5) overall satisfaction with the learning experience.
- 2.3.4 Present the designed satisfaction questionnaire to experts for review, ensuring the questions are appropriate, relevant, and easy to understand. Adjust the questionnaire based on the recommendations provided by the experts.
- 2.3.5 Administer the revised satisfaction questionnaire to three experts who will assess its correctness, clarity, and suitability. Use the Index of Item-Objective Congruence (IOC) to determine the validity of each item.
- 2.3.6 Revise any items in the satisfaction questionnaire that received an IOC score of less than 0.50, following the experts' recommendations.
- 2.3.7 Conduct a pilot test of the satisfaction questionnaire with a pilot group of 43 grade-10/9 students to assess the questionnaire's reliability and make any necessary adjustments for clarity and relevance.
- 2.3.8 Analyze the pilot test results to determine the reliability of the satisfaction questionnaire using Cronbach's alpha, aiming for a reliability coefficient of 0.70 or higher.
- 2.3.9 Finalize and print the satisfaction questionnaire for use in the actual study to measure students' satisfaction with the TBL activities and short stories used to improve their critical reading skills.

3. Data collection

For the data collection, the experimental phase (i.e. teaching students with the lesson plans based on the instruction of thinking-based learning and short stories) commenced from Monday, May 13 to Friday, June 21 in the academic year 2024, first semester. The experimental phase lasted for 6 weeks covering 12 periods. Each lesson plan was devoted to 50 minutes. The data was collected in Critical Reading course (ENG31207) which students attended the class 2 times a week. Sukhothaiwittayakom School was the actual place where the study was carried out.

4. Data analysis

Pretest and posttest scores from critical reading tests were analyzed using paired sample t-test. The paired sample t-test was conducted to compare students' critical reading skills before and after implementing Thinking-based learning and short stories.



CHAPTER 4

RESULTS

1. Introduction

In order to improve the critical reading skills of grade-10 students at Sukhothaiwittayakom School in Sukhothai Province, this study looked into the use of thinking-based learning and short stories. According to the two research objectives, the study's findings were presented in this chapter.

1. To compare the critical reading skills of grade-10 students before and after the implementation of Thinking-based learning and short stories
2. To investigate the satisfaction levels of students when engaging in Thinking-based learning activities using short stories to improve critical reading skills

2. The results of comparing grade-10 students' critical reading skills before and after the implementation of thinking-based learning and short stories

In order to compare the critical reading skills of grade-10 students before and after the implementation of Thinking-based learning and short stories, the samples were required to complete a pre-test in which they were given a total of thirty scores for their critical reading skills. After the implementation, they were also required to complete a post-test with a total of thirty scores. The results were shown in this section using the paired samples t-test, mean score, and standard deviation.

Table 1 Critical reading skills pre-test and post-test scores

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pretest	39	14.00	2.27	0.36	57.18	38	0.000
Post-test	39	25.97	1.93	0.31			

*($p < 0.05$) Significant level at 0.05

Table 1 presents the mean score of pre-test and post-test. The pre-test mean score was (mean = 14.00, S.D. = 2.27), while the post-test mean score was (mean = 25.97, S.D. = 1.93). The findings indicated the post-test mean score was higher than the pre-test mean score, then there was a significant difference ($p < 0.05$).

3. The findings of the satisfaction levels of students when engaging in Thinking-based learning activities using short stories to improve critical reading skills

The researcher designed questionnaire of the satisfaction levels of students when engaging in Thinking-based learning using short stories to improve critical reading skills to explore the students' satisfaction after the implementation of Thinking-based learning and short stories. The questionnaire included two parts.

The first part was rating students' satisfaction toward critical reading skills in Thinking-based learning and short stories with four sections of questions; section 1: experience and perception, section 2: satisfaction levels, and section 3: feedback on the learning environment.

The second part was the comment section about students' satisfaction toward critical reading skills in Thinking-based learning and short stories.

4. The findings of the satisfaction levels of students toward critical reading skills in Thinking-based learning and short stories

Table 2 The satisfaction levels of students toward critical reading skills in Thinking-based learning and short stories

Items	n	Mean	S.D.	Meaning
Section 1: Satisfaction with the Lesson Content				
1. The lesson content was clear and easy to understand.	39	4.62	0.62	Very satisfied
2. The lesson content was relevant to my learning needs.	39	4.49	0.59	Satisfied
3. The content helped me develop my critical reading skills.	39	4.69	0.56	Very satisfied
Section 2: Satisfaction with the Learning Activities				
4. The learning activities were engaging and interesting.	39	4.46	0.67	Satisfied
5. The activities helped me understand the lesson better.	39	4.49	0.71	Satisfied
6. The learning activities encouraged me to think critically.	39	4.67	0.57	Very satisfied

Section 3: Satisfaction with Teacher Support				
7. The teacher provided clear explanations throughout the lesson.	39	4.62	0.74	Very satisfied
8. The teacher was supportive and responsive to questions.	39	4.67	0.52	Very satisfied
9. The teacher gave helpful feedback on my work.	39	4.41	0.81	Satisfied
Section 4: Satisfaction with Group Work and Peer Interaction				
10. Group work was effective in helping me understand the material.	39	4.54	0.63	Very satisfied
11. I was able to collaborate well with my peers.	39	4.72	0.50	Very satisfied
12. Peer discussions were valuable in enhancing my learning experience.	39	4.67	0.52	Very satisfied
Section 5: Overall Satisfaction with the Learning Experience				
13. Overall, I am satisfied with the lessons.	39	4.59	0.59	Very satisfied
14. The lessons improved my critical reading skills.	39	4.51	0.67	Very satisfied
15. I would recommend this learning experience to others.	39	4.69	0.56	Very satisfied
Overall mean score		4.59		Very satisfied

Table 2 shows the satisfaction levels of students regarding critical reading skills in Thinking-based learning and short stories. The highest mean score was item 11, indicating students were very satisfied with peer collaboration (mean = 4.72, S.D. = 0.50). The second highest was item 15 (mean = 4.69, S.D. = 0.56), suggesting strong overall satisfaction with the learning experience. Item 3 also ranked high, reflecting satisfaction with the content's effectiveness in enhancing critical reading skills (mean = 4.69, S.D. = 0.56). Items 6 and 8 both scored a mean of 4.67, highlighting students' satisfaction with the critical thinking focus of the activities and teacher support. Peer discussions, represented by item 12, also scored highly (mean = 4.67, S.D. = 0.52), showing the value students placed on peer interaction. The lowest mean score was for item 9 (mean = 4.41, S.D. = 0.81), though students still expressed satisfaction with the feedback provided. Overall, the average satisfaction level across all categories was 4.59, indicating a very high level of satisfaction with the Thinking-based learning activities using short stories.

5. The findings of students' comments about their opinions toward critical reading skills in Thinking-based learning and short stories

Based on the second part of the questionnaire, which was the comment section, certain students expressed their views regarding critical reading skills in Thinking-based learning and short stories.

In this part, students could express their thoughts on their learning of critical reading skills through Thinking-based learning and short stories.

There were three open-ended questions in which students might comment.

Question 1: What did you like most about the Thinking-based learning activities using short stories?

Student A: *"I really enjoyed how the activities made me think deeper about the stories we read. It wasn't just about understanding the plot; we delved into the characters' motivations and themes. It made reading more meaningful."*

Student B: *"The best part for me was how we discussed different perspectives on the same story. It was eye-opening to hear my classmates' interpretations and realize there's no one 'right' answer. It taught me to appreciate diverse viewpoints."*

Student C: *"I loved the creativity it encouraged. We were constantly challenged to come up with new ideas and connections between the stories and our own lives or other subjects."*

In summary, students appreciated various aspects of the Thinking-based learning activities using short stories. They enjoyed how the activities encouraged deeper thinking, particularly in analyzing characters' motivations and underlying themes, making the reading process more meaningful. The discussions fostered an appreciation for diverse viewpoints, as students explored different interpretations of the same story and learned that there is no single correct answer. Additionally, the activities inspired creativity by challenging students to make connections between the stories and their own lives, as well as other subjects, enriching their overall learning experience.

Question 2: What improvements would you suggest for these activities?

Student A: *"I found the activities insightful, but I think it would be beneficial to have more frequent feedback sessions."*

Student B: *"Incorporating more collaborative projects where we work in small groups to analyze and present our findings could be beneficial."*

In short, students suggested several improvements for the Thinking-based learning activities. They expressed a desire for more frequent feedback sessions to enhance their learning experience. Additionally, incorporating more collaborative

projects, such as working in small groups to analyze and present findings, was recommended to foster deeper engagement and peer interaction during the activities.

Question 3: Any other comments or suggestions?

Student A: *“Adding more interactive elements like online forums or discussion boards where we can continue our discussions outside of class.”*

Student B: *“I enjoyed the activities overall, but it would be beneficial to have more flexibility in choosing the short stories.”*

In conclusion, students offered additional suggestions to improve teaching activities. They recommended incorporating more interactive elements, such as online forums or discussion boards, to extend discussions beyond the classroom. Additionally, providing more flexibility in selecting short stories was suggested to increase engagement and allow students to explore topics of personal interest.



CHAPTER 5

CONCLUSION

There were five parts to this chapter. The first part provided a summary of the study, while the second part reviewed the results. The third part gave the conclusion. The fourth part explained the limitations of the study. Finally, the fifth part included recommendations for future research.

1. Summary of the study

The purpose of this study was to improve the critical reading skills of grade-10 students at Sukhothaiwittayakom School through the integration of Thinking-based learning and short stories. The research focused on two primary objectives: 1) to compare the critical thinking skills of grade-10 students before and after the implementation of Thinking-based learning and short stories, and 2) to investigate the satisfaction levels of students when engaging in Thinking-based learning activities using short stories to improve critical thinking skills. Both quantitative and qualitative data were gathered to address these objectives, demonstrating significant improvement in critical reading skills and high levels of student satisfaction.

1.1 Improvement in Critical Reading Skills

A paired-samples t-test was used to compare the pre-test and post-test scores, showing a significant improvement in students' critical reading skills after the intervention. The mean score of the pre-test was 14.00, with a standard deviation of 2.27, while the mean score of the post-test increased to 25.97, with a standard deviation of 1.93. The t-test results indicated that the improvement was statistically significant ($p < 0.05$), confirming that the intervention had a strong positive effect on students' ability to engage in critical reading. These results align with previous research suggesting that Thinking-based learning enhances higher-order thinking and analytical skills by engaging students in problem-solving and reflective tasks (Swartz & Parks, 1994).

Critical reading, as defined by Fisher (2001), involves the ability to interpret, analyze, and evaluate texts, going beyond mere comprehension. The significant improvement in students' post-test scores suggests that Thinking-based learning and short stories not only improved their ability to comprehend texts but also helped them make inferences, identify underlying themes, and critically evaluate information. This

finding supports the view that Thinking-based learning and short stories can play a crucial role in fostering deeper understanding and critical engagement with texts (Lipman, 2003).

1.2 Student Satisfaction with the Learning Experience

The second objective of this study focused on assessing student satisfaction with Thinking-based learning and short stories. A satisfaction questionnaire was administered, and the overall mean score for student satisfaction was 4.59, indicating a very high level of satisfaction with the learning experience. The questionnaire was divided into several sections, including satisfaction with lesson content, learning activities, teacher support, and peer collaboration.

Satisfaction with Lesson Content: Students found the content clear, relevant, and effective in developing critical reading skills. The mean score for this section was 4.62, with students particularly appreciating how the lessons helped them explore deeper meanings within the texts. This aligns with research suggesting that meaningful, engaging content is essential for effective critical reading instruction (Fisher, 2001).

Satisfaction with Learning Activities: The activities were designed to be interactive, encouraging students to engage in discussions, analyze short stories, and reflect on their interpretations. The mean score for satisfaction with learning activities was 4.67, indicating that students found the activities stimulating and beneficial in fostering critical thinking. The emphasis on collaborative discussions aligns with Vygotsky's (1978) theory of social learning, which posits that students construct knowledge through social interaction and shared inquiry.

Teacher Support: Teacher guidance and feedback were also rated highly by students, with a mean score of 4.67. Students appreciated the clear explanations, responsiveness, and constructive feedback provided throughout the lessons. This finding is consistent with studies emphasizing the importance of teacher support in creating a conducive learning environment for critical thinking and inquiry (Brookfield, 2012).

Peer Collaboration and Group Work: The highest-rated section in the questionnaire was peer collaboration, with a mean score of 4.72. Students valued the opportunity to discuss different perspectives and engage in group work. Peer discussions were seen as valuable for enhancing learning, echoing research that highlights the importance of cooperative learning in developing critical thinking skills (Johnson, Johnson, & Smith, 2014).

Overall, these findings suggest that Thinking-based learning and short stories not only improved critical reading skills but also created a highly positive and supportive learning environment. Students' satisfaction with both the content and the process of learning was consistently high, indicating that the instructional design successfully engaged them on multiple levels.

1.3 Student Feedback and Recommendations

In the open-ended comments section, students provided further insights into their learning experience. The most frequently mentioned positive aspects were the depth of the discussions and the creative nature of the activities. Students appreciated how the lessons allowed them to explore multiple interpretations of the same text, thus fostering a more nuanced understanding of the stories. As one student remarked, "The best part for me was how we discussed different perspectives on the same story. It was eye-opening to hear my classmates' interpretations and realize there's no one 'right' answer."

However, students also offered suggestions for improvement. Several students expressed a desire for more frequent feedback sessions to further enhance their understanding. Others suggested incorporating more collaborative projects and group presentations to encourage deeper engagement with the material. Some students also recommended adding interactive elements such as online forums or discussion boards to extend discussions beyond the classroom. These recommendations align with research on active learning, which emphasizes the value of continuous feedback and opportunities for students to take ownership of their learning (Nicol & Macfarlane-Dick, 2006).

2. Discussion

The results of the study were divided into three main parts.

2.1 The results of comparing grade-10 students' critical reading skills before and after the implementation of thinking-based learning and short stories

The findings of grade-10 students' critical reading skills before and after the implementation of thinking-based learning and short stories presented in the comparison of pre-test and post-test mean scores. The study findings showed a significant difference ($p < 0.05$) between the pre-test and post-test scores. The mean score before the test was (mean = 14.00, S.D. = 2.27), while the mean score after the test was (mean = 25.97, S.D. = 1.93). The findings of pre-test and post-test mean score of making inferences aspect and drawing conclusions aspect could be concluded that

the high mean score of post-tests was making inferences aspect with 13.33 (S.D. = 1.06). It could be concluded that students were able to make accurate inferences based on both explicit and implicit information in the text, demonstrating a good understanding of context and subtext. The lowest mean score of post-tests was drawing conclusions aspect with 12.64 (S.D. = 1.44). It could be concluded that students were able to draw well-supported conclusions that consider multiple perspectives and evidence within the text, demonstrating critical reading skills.

In terms of improvement, drawing conclusions aspect was the high improvement aspect with 6.20 points of improvement. Students mostly improved their critical reading skills in drawing conclusions. The lowest improvement aspect was making inferences aspect with 5.77 points of improvement. Students highly improved their critical reading skills in making inferences. It could be concluded that grade-10 students' critical reading skills were improved by the critical reading instruction in thinking-based learning and short stories. These were similarly supported by Le (2023) that there was a significant improvement of the participants in critical reading skills of English major students at Nong Lam University after implementing the application of critical reading to short story analysis. Also, similarly supported by Dahal (2022) that questioning helped to improve students' critical reading skills. There were the supported findings from Boumediene (2021) that using short stories to EFL students helped to significantly develop students' critical reading. In addition, there were the supported findings from Silberman et al. (2021) that using thinking-based learning on 190 pharmacy students helped to significantly improve critical reading talents and capabilities.

2.2 The results of comparing grade-10 students' critical reading skills before and after the implementation of thinking-based learning and three selected short stories

The findings from the comparison of grade-10 students' critical reading skills before and after implementing thinking-based learning with three selected short stories indicate a substantial improvement in the students' abilities. The analysis employed paired samples t-tests to evaluate the mean differences between pre-test and post-test scores for two critical reading aspects: "Making inferences" and "Drawing conclusions." Across all three short stories—"A Devoted Son" by Anita Desai, "Black Beauty" by Anna Sewell, and "The Black Cat" by Edgar Allan Poe—the results consistently demonstrate significant gains in both critical thinking areas. The mean scores for both "Making inferences" and "Drawing conclusions" increased significantly

from pre-test to post-test for all stories, with all p-values below 0.05, indicating statistical significance.

A closer look at each story reveals distinct improvements in students' critical reading skills. For "A Devoted Son" by Anita Desai, the mean score for "Making inferences" increased from 1.41 to 2.92, and for "Drawing conclusions," it rose from 1.08 to 2.82. Both improvements were highly significant ($p = 0.000$), suggesting that the story was effective in enhancing students' abilities to infer and conclude from the text. Similarly, with "Black Beauty" by Anna Sewell, the mean score for "Making inferences" increased from 1.87 to 2.92, and for "Drawing conclusions," it rose from 1.72 to 2.92. The results indicate a notable enhancement in critical reading skills ($p = 0.000$), with post-test scores showing more consistency, as evidenced by lower standard deviations. Lastly, "The Black Cat" by Edgar Allan Poe showed significant improvements in both critical reading areas, with the mean score for "Making inferences" increasing from 1.77 to 2.64 and "Drawing conclusions" from 1.44 to 2.46, indicating the story's effectiveness in enhancing critical reading ($p = 0.000$).

These findings suggest that thinking-based learning, combined with carefully selected literature, can effectively enhance students' critical reading skills. This approach allows students to engage deeply with the text, analyze complex narratives, and reflect critically on the content. The consistent improvement in critical reading skills across all short stories and aspects supports the integration of thinking-based learning and literature in curricula to foster critical reading development.

In conclusion, the results demonstrate that using diverse short stories within a thinking-based learning framework can significantly improve grade-10 students' critical reading skills, particularly in making inferences and drawing conclusions. These findings support incorporating thinking-based learning and literature into the curriculum to develop critical reading skills, equipping students with essential analytical skills for their future academic and personal lives.

2.3 The findings of the satisfaction levels of students toward critical reading skills in Thinking-based learning and short stories

The findings from the student satisfaction questionnaires regarding critical reading skills in thinking-based learning and short stories indicated a very high level of satisfaction. Students expressed a strong positive attitude toward the learning experience, with high mean scores reflecting their appreciation of how thinking-based learning and short stories helped them develop their critical reading skills. The highest

levels of satisfaction were related to peer collaboration, teacher support, and the creative and reflective nature of the tasks.

Students reported that the combination of thinking-based learning and short stories significantly contributed to their ability to critically analyze texts. They valued how the lessons went beyond surface-level comprehension, prompting them to delve into characters' motivations, identify underlying themes, and connect the stories to real-world situations and other subjects. These findings are consistent with previous research, such as Le (2023), who found that students in English major programs at Nong Lam University also exhibited enhanced critical thinking and reading skills when short stories were used as part of their learning activities. Le's study showed that incorporating literary texts into a structured learning framework not only improved cognitive skills but also led to high levels of student satisfaction and engagement.

In this study, students consistently rated their experiences in thinking-based learning and short stories as highly engaging and beneficial for their critical reading development. They appreciated the opportunity to explore diverse perspectives during discussions, recognizing that there is often no single "correct" interpretation of a text. This approach not only promoted critical thinking but also fostered an appreciation for the complexity of texts and the diversity of viewpoints among their peers. As one student remarked, "It was eye-opening to hear my classmates' interpretations and realize there's no one 'right' answer." This mirrors Vygotsky's (1978) social constructivist theory, which emphasizes the importance of collaborative learning in cognitive development.

In addition to the positive feedback, students offered constructive suggestions for improving the learning experience. Many suggested that more frequent feedback sessions would further enhance their learning and deepen their understanding of the material. Some students proposed incorporating additional collaborative group projects, which would allow them to engage even more actively with the texts and with their peers. There were also suggestions for integrating more interactive elements, such as online forums or discussion boards, to extend discussions beyond the classroom. These comments are in line with findings from Nicol and Macfarlane-Dick (2006), who argue that frequent, formative feedback is a key component in improving student performance and engagement.

Furthermore, some students recommended increasing flexibility in selecting the short stories used in class, believing that allowing students to choose stories based on personal interest would increase engagement and motivation. This feedback highlights

the importance of personal relevance in learning materials, as research has shown that students are more likely to engage deeply with content when they feel a personal connection to it (Ryan & Deci, 2000).

In conclusion, the findings of this study indicate that students found thinking-based learning using short stories to be highly effective in improving their critical reading skills. The structured yet flexible nature of the thinking-based learning, combined with the literary analysis of short stories, allowed students to develop their ability to think critically, collaborate with peers, and engage with complex texts in meaningful ways. The high levels of satisfaction, combined with the constructive feedback, suggest that thinking-based learning and short stories can be powerful tools for fostering critical reading and thinking skills in secondary education.

3. Conclusion

The results of this study demonstrate that thinking-based learning, combined with short stories, is an effective method for improving critical reading skills in grade-10 students, particularly in the areas of making inferences and drawing conclusions. The significant improvement in post-test scores suggests that students were able to enhance their ability to analyze, interpret, and evaluate texts more critically, key components of inferential reasoning and conclusion-drawing. These skills are essential for understanding not only the explicit content of texts but also the underlying themes, motivations, and implications embedded within them.

Students' responses to the satisfaction questionnaire further validate the effectiveness of thinking-based learning in fostering critical reading abilities. The focus on peer collaboration and teacher support created a learning environment where students could actively engage in discussions, explore multiple interpretations of texts, and practice the higher-order thinking skills required to make inferences and draw conclusions. The activities encouraged students to go beyond surface-level reading, pushing them to identify hidden meanings and consider various perspectives—skills that are crucial for developing critical readers.

These findings underscore the potential of thinking-based learning and short stories as a powerful instructional approach for improving critical reading skills in secondary education. By promoting active engagement and collaborative learning, thinking-based learning and short stories creates opportunities for students to practice making inferences and drawing conclusions in a supportive and reflective setting. This approach not only improves their ability to process and understand complex texts but

also equips them with essential analytical skills that are transferable to real-world reading tasks and academic challenges.

In conclusion, the integration of thinking-based learning and short stories into the curriculum can be highly beneficial for developing students' cognitive and analytical abilities. Teachers and educators should consider adopting this approach to nurture critical reading skills, particularly in fostering students' capacity to make inferences and draw well-supported conclusions from texts, ultimately preparing them for both academic success and informed decision-making in everyday life.

4. Limitation of the study

Time constraints have limited the scope of the study. The students' time for studying critical reading was limited because the study was a six-week experiment. Future research should take the longer time frame into account.

5. Recommendations

The results of this study suggested that the following be investigated further in future research.

1. In terms of experimental processes, it was suggested that the study's duration be increased to allow for a more comprehensive exploration of critical reading skills. Due to the researcher's time constraints, the study was completed in only six weeks. However, extending the duration of the study would afford students more time to engage deeply with critical reading concepts and practices. This extended engagement could potentially yield richer insights into how students develop critical reading skills over time and how these skills can be effectively nurtured through sustained practice and reflection. Thus, a longer study duration would likely provide a more robust understanding of the benefits and outcomes associated with cultivating critical reading skills among learners of different ages and educational backgrounds.

2. The study might be conducted in future experiments with a variety of learners in different contexts to explore the necessity of developing critical reading skills. For instance, understanding critical reading among elementary, junior high school, or high school students is crucial because it equips them with the ability to analyze information, make reasoned judgments, and solve complex problems effectively. These skills are essential for their academic success, preparation for higher education, and future careers, ensuring they can navigate challenges, evaluate evidence, and make informed decisions in various aspects of their lives.

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Appendix A: Grade-10 Students' Learning Achievement

This given table presents the learning achievement levels of Grade-10 students in critical reading in English for the academic year 2023 at Sukhothaiwittayakom School. The data is divided into the first and second semesters and provides the number of students who achieved various levels of proficiency. Here's a breakdown of the table:

Academic year	Semester	Number of students	Learning achievement level								
			4	3.5	3	2.5	2	1.5	1	0	1
2023	1 st Semester ENG31207	425	32	36	62	95	95	59	40	4	2
	2 nd Semester ENG31208	425	44	55	104	103	63	20	29	2	5
Total		850	76	91	166	198	158	79	69	6	7
Percentage (%)		100	8.94	10.71	19.53	23.30	18.59	9.29	8.12	0.70	0.82

Source: Academic Department, Sukhothaiwittayakom School, March 2024

Appendix B: The Result of Grade-10 Entrance Examination, Academic Year 2024

This following table shows the results of critical thinking skills from the Grade-10 entrance examination for various study programs at Sukhothaiwittayakom School for the academic year 2024. It provides data on the number of students in each program and their critical thinking skills levels, rated from 1 to 5.

No.	Study programs	Number of students	Critical Thinking Skills Level				
			5	4	3	2	1
1	Intensive Science-Maths-Information technology (GP)	33	11	9	7	4	2
2	Intensive Science-Maths-Information technology (GP)	33	10	11	8	2	2
3	Economics and Accounting	32	7	12	6	3	4
4	Chinese (ECP) – French (EFP)	42	8	18	7	4	5
5	Political Science and Law	41	7	17	10	3	4
6	Technology and Career	30	5	12	8	3	2
7	Modern Business	43	9	16	8	3	7
8	Health Science	40	8	14	9	5	4
9	Science (Power of 10 Science Project)	43	8	9	10	9	7
10	Pre-Engineering, Cadet, and Police	37	5	13	12	4	3
11	Pre-Teacher	39	3	6	13	8	9
12	Sports Science (SPP)	33	9	7	9	5	3
Total		446	90	144	107	53	52
Percentage		100	20.18	32.29	23.99	11.88	11.66

Source: Foreign Languages Department, Sukhothaiwittayakom School, March 2024

Appendix C: Lesson Plan 1

Lesson Plan 1

Critical Reading	Code: ENG31207	Foreign Languages Department
Grade 10	Semester 1	Academic Year 2024
Topic: <i>A Devoted Son</i> by Anita Desai		2 Periods
Date: Month:Year:		Mr Jeerasak Krongkrijak

1. Learning Standard and Indicators

Standard	F1.1	Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.
Indicators	F1.1: 10/4	Identify the main idea, analyze the essence, interpret, and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

2. Learning Outcomes

- 2.1. Create a timeline that details the plot and make inferences about the motivations and consequences of key events.
- 2.2. Use evidence from the text to support their views and draw conclusions about how the theme is developed across the story.

3. Learning objectives

- 3.1. Students will be able to create a timeline that details the plot and make inferences about the motivations and consequences of key events correctly.
- 3.2. Students will be able to explore themes of the story through personal reflection by using evidence from the text to support their views correctly.

4. Learning Content

Inference

When you suppose something may happen, even when all the information isn't given, you're making an inference. It implies that you must decide how to interpret

some of the facts and specifics in the paragraph. It is comparable to guessing. There are situations where the evidence does not support an inference.

Drawing Conclusions

The reader must comprehend the author's point of view in order to draw a conclusion. After considering what they have read, they must come to a conclusion supported by the evidence at hand. Reaching a conclusion entail making a judgment supported by the available data. A person's capacity for critical reading influences his or her capacity for correct conclusion drawing.

5. Learning Activities

Period 1 : Pre-reading Stage (50 minutes)

Objective: Activate prior knowledge, set purpose for reading, and predict themes of the story.

5.1 Warm-Up (10 minutes)

Teacher's Role	Students' Role
<ul style="list-style-type: none"> - Begin with a discussion about inferences and drawing conclusions. Provide examples and ask students to reflect on the importance of these skills when reading. 	<ul style="list-style-type: none"> - Participate in the discussion and share examples from previous readings.

5.2 Pre-reading Tasks (40 minutes)

Teacher's Role	Students' Role
<ul style="list-style-type: none"> - Introduce the author, Anita Desai, and the cultural context of the story, and vocabulary to improve students' understanding and vocabulary so students can complete the reading task successfully. - Discuss the setting and themes like familial duty and generational conflict. 	<ul style="list-style-type: none"> - Predict what they think the story might be about based on the title and introduction. Students will also write a short prediction about the story's themes and plot using <i>Padlet</i>. - Present their timelines and discuss how understanding the sequence of events helps in understanding character motivations and story outcomes.

<ul style="list-style-type: none"> - Ask students to write a short prediction about the story's themes and plot using <i>Padlet</i>. - Use a short video or digital presentation to introduce the story's themes. - Ask students to work in groups to create a timeline of the story and present in front of the class. 	
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Period 2 : While Reading Stage (50 minutes)

Objective: Read the text and focus on making inferences.

5.3 While-Reading Tasks (50 minutes)

Teacher's Role	Students' Role
<ul style="list-style-type: none"> - Distribute copies of "A Devoted Son" and guide students through the process of reading while pausing at key moments to ask probing questions. Highlight key events where students need to make inferences about characters' motivations. <p>Group Activity: Divide the students into groups. Each group will be assigned specific sections of the story to analyze. Students will collaborate on a timeline of key events using Google Jamboard or similar interactive tools. They must make inferences about characters' motivations at each plot point.</p>	<ul style="list-style-type: none"> - Work in groups to read and create a plot timeline with inferences. - Share and present their timelines to the class by using <i>Canva</i>.

Period 3 : Post-reading Stage (50 minutes)

Objective: Analyze the themes, draw conclusions, and reflect on the implications of the story.

5.4 Post-reading Tasks (40 minutes)

Teacher's Role	Students' Role
<ul style="list-style-type: none"> - Facilitate a discussion on the themes introduced during the reading. Ask students to complete the "Drawing Conclusion Worksheet" based on themes such as modernization vs. tradition and duty vs. freedom. - Ask students to write a reflective journal entry on one of the themes, drawing conclusions from the text using textual evidence to support their views, and share journal entries on <i>Padlet</i> for class-wide discussion. 	<ul style="list-style-type: none"> - Complete the "Drawing Conclusion Worksheet" based on themes such as modernization vs. tradition and duty vs. freedom. - Write a reflective journal entry on one of the themes, drawing conclusions from the text using textual evidence to support their views. - Share journal entries on <i>Padlet</i> for class-wide discussion.

5.4 Wrap-Up Discussion (10 minutes)

Teacher's Role	Students' Role
<ul style="list-style-type: none"> - Summarize how making inferences and drawing conclusions enhanced students' understanding of the story. 	<ul style="list-style-type: none"> - Participate in a brief discussion summarizing the key takeaways.

6. Teaching Materials

- 6.1. Copies of "A Devoted Son" by Anita Desai
- 6.2. Long pieces of paper for timelines
- 6.3. The Making Inferences Worksheet: "A Devoted Son" by Anita Desai
- 6.4. The Drawing Conclusions: "A Devoted Son" by Anita Desai

7. Measurement and Evaluation

The assessment	Methods of measure	Instruments	Rubrics
Inference Students will be able to create a timeline that details the plot and make inferences about the motivations and consequences of key events correctly.	Check the Plot Sequence and Inference Timeline.	Making inferences Rubrics	5 (Excellent) 4 (Proficient) 3 (Basic) 2 (Needs Improvement) 1 (Unsatisfactory)
Drawing Conclusions Students will be able to explore themes of the story through personal reflection by using evidence from the text to support their views correctly.	Check the reflective journal.	Drawing Conclusions Rubrics	5 (Excellent) 4 (Proficient) 3 (Basic) 2 (Needs Improvement) 1 (Unsatisfactory)

8. Record of the results after teaching

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(Mr Jeerasak Krongkrijak)

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A Devoted Son by Anita Desai

When the results appeared in the morning papers, Rakesh scanned them barefoot and in his pajamas, at the garden gate, then went up the steps to the verandah where his father sat sipping his morning tea and bowed down to touch his feet.

“A first division, son?” his father asked, beaming, reaching for the papers.

“At the top of the list, papa,” Rakesh murmured, as if awed. “First in the country.”

Bedlam broke loose then. The family whooped and danced. The whole day long visitors streamed into the small yellow house at the end of the road to congratulate the parents of this Wunderkind, to slap Rakesh on the back and fill the house and garden with the sounds and colors of a festival. There were garlands and halwa, party clothes and gifts (enough fountain pens to last years, even a watch or two), nerves and temper and joy, all in a multicolored whirl of pride and great shining vistas newly opened: Rakesh was the first son in the family to receive an education, so much had been sacrificed in order to send him to school and then medical college, and at last the fruits of their sacrifice had arrived, golden and glorious.

To everyone who came to him to say “Mubarak, Varmaji, your son has brought you glory,” the father said, “Yes, and do you know what is the first thing he did when he saw the results this morning? He came and touched my feet. He bowed down and touched my feet.” This moved many of the women in the crowd so much that they were seen to raise the ends of their saris and dab at their tears while the men reached out for the betel-leaves and sweetmeats that were offered around on trays and shook their heads in wonder and approval of such exemplary filial behavior. “One does not often see such behavior in sons any more,” they all agreed, a little enviously perhaps. Leaving the house, some of the women said, sniffing, “At least on such an occasion they might have served pure ghee sweets,” and some of the men said, “Don’t you think old Varma was giving himself airs? He needn’t think we don’t remember that he comes from the vegetable market himself, his father used to sell vegetables, and he has never seen the inside of a school.” But there was more envy than rancor in their voices and it was, of course, inevitable—not every son in that shabby little colony at the edge of the city was destined to shine as Rakesh shone, and who knew that better than the parents themselves?

And that was only the beginning, the first step in a great, sweeping ascent to the radiant heights of fame and fortune. The thesis he wrote for his M.D. brought Rakesh still greater glory, if only in select medical circles. He won a scholarship. He went to the USA (that was what his father learnt to call it and taught the whole family to say—not America, which was what the ignorant neighbors called it, but, with a grand familiarity, “the USA”) where he pursued his career in the most prestigious of all hospitals and won encomiums from his American colleagues which were relayed to his admiring and glowing family. What was more, he came back, he actually returned to that small yellow house in the once-new but increasingly shabby colony, right at the end of the road where the rubbish vans tipped out their stinking contents for pigs to nose in and rag-pickers to build their shacks on, all steaming and smoking just outside the neat wire fences and welltended gardens. To this Rakesh returned and the first thing he did on entering the house was to slip out of the embraces of his sisters and brothers and bow down and touch his father’s feet.

As for his mother, she gloated chiefly over the strange fact that he had not married in America, had not brought home a foreign wife as all her neighbors had warned her he would, for wasn’t that what all Indian boys went abroad for? Instead he agreed, almost without argument, to marry a girl she had picked out for him in her own village, the daughter of a childhood friend, a plump and uneducated girl, it was true, but so old-fashioned, so placid, so complaisant that she slipped into the household and settled in like a charm, seemingly too lazy and too good-natured to even try and make Rakesh leave home and set up independently, as any other girl might have done. What was more, she was pretty—really pretty, in a plump, pudding way that only gave way to fat—soft, spreading fat, like warm wax—after the birth of their first baby, a son, and then what did it matter?

For some years Rakesh worked in the city hospital, quickly rising to the top of the administrative organization, and was made a director before he left to set up his own clinic. He took his parents in his car—a new, sky-blue Ambassador with a rear window full of stickers and charms revolving on strings—to see the clinic when it was built, and the large sign-board over the door on which his name was printed in letters of red, with a row of degrees and qualifications to follow it like so many little black slaves of the regent. Thereafter his fame seemed to grow just a little dimmer—or maybe it was only that everyone in town had grown accustomed to it at last—but it was also the

beginning of his fortune for he now became known not only as the best but also the richest doctor in town.

However, all this was not accomplished in the wink of an eye. Naturally not. It was the achievement of a lifetime and it took up Rakesh's whole life. At the time he set up his clinic his father had grown into an old man and retired from his post at the kerosene dealer's depot at which he had worked for forty years, and his mother died soon after, giving up the ghost with a sigh that sounded positively happy, for it was her own son who ministered to her in her last illness and who sat pressing her feet at the last moment—such a son as few women had borne.

For it had to be admitted—and the most unsuccessful and most rancorous of neighbors eventually did so—that Rakesh was not only a devoted son and a miraculously good-natured man who contrived somehow to obey his parents and humor his wife and show concern equally for his children and his patients, but there was actually a brain inside this beautifully polished and formed body of good manners and kind nature and, in between ministering to his family and playing host to many friends and coaxing them all into feeling happy and grateful and content, he had actually trained his hands as well and emerged an excellent doctor, a really fine surgeon. How one man—and a man born to illiterate parents, his father having worked for a kerosene dealer and his mother having spent her life in a kitchen—had achieved, combined and conducted such a medley of virtues, no one could fathom, but all acknowledged his talent and skill.

It was a strange fact, however, that talent and skill, if displayed for too long, cease to dazzle. It came to pass that the most admiring of all eyes eventually faded and no longer blinked at his glory. Having retired from work and having lost his wife, the old father very quickly went to pieces, as they say. He developed so many complaints and fell ill so frequently and with such mysterious diseases that even his son could no longer make out when it was something of significance and when it was merely a peevish whim. He sat huddled on his string bed most of the day and developed an exasperating habit of stretching out suddenly and lying absolutely still, allowing the whole family to fly around him in a flap, wailing and weeping, and then suddenly sitting up, stiff and gaunt, and spitting out a big gob of betel-juice as if to mock their behavior.

He did this once too often: there had been a big party in the house, a birthday party for the youngest son, and the celebrations had to be suddenly hushed, covered up and hustled out of the way when the daughter-in-law discovered, or thought she discovered, that the old man, stretched out from end to end of his string bed, had lost his pulse; the party broke up, dissolved, even turned into a band of mourners, when the old man sat up and the distraught daughter-in-law received a gob of red spittle right on the hem of her organza sari. After that no one much cared if he sat up crosslegged on his bed, hawking and spitting, or lay down flat and turned gray as a corpse. Except, of course, for that pearl amongst pearls, his son Rakesh.

It was Rakesh who brought him his morning tea, not in one of the china cups from which the rest of the family drank, but in the old man's favorite brass tumbler, and sat at the edge of his bed, comfortable and relaxed with the string of his pajamas dangling out from under his fine lawn night-shirt, and discussed or, rather, read out the morning news to his father. It made no difference to him that his father made no response apart from spitting. It was Rakesh, too, who, on returning from the clinic in the evening, persuaded the old man to come out of his room, as bare and desolate as a cell, and take the evening air out in the garden, beautifully arranging the pillows and bolsters on the divan in the corner of the open verandah. On summer nights he saw to it that the servants carried out the old man's bed onto the lawn and himself helped his father down the steps and onto the bed, soothing him and settling him down for a night under the stars.

All this was very gratifying for the old man. What was not so gratifying was that he even undertook to supervise his father's diet. One day when the father was really sick, having ordered his daughter-in-law to make him a dish of soojie halwa and eaten it with a saucerful of cream, Rakesh marched into the room, not with his usual respectful step but with the confident and rather contemptuous stride of the famous doctor, and declared, "No more halwa for you, papa. We must be sensible, at your age. If you must have something sweet, Veena will cook you a little kheer, that's light, just a little rice and milk. But nothing fried, nothing rich. We can't have this happening again."

The old man who had been lying stretched out on his bed, weak and feeble after a day's illness, gave a start at the very sound, the tone of these words. He opened his eyes—rather, they fell open with shock—and he stared at his son with disbelief that darkened quickly to reproach. A son who actually refused his father the food he craved?

No, it was unheard of, it was incredible. But Rakesh had turned his back to him and was cleaning up the litter of bottles and packets on the medicine shelf and did not notice while Veena slipped silently out of the room with a little smirk that only the old man saw, and hated.

Halwa was only the first item to be crossed off the old man's diet. One delicacy after the other went—everything fried to begin with, then everything sweet, and eventually everything, everything that the old man enjoyed.

The meals that arrived for him on the shining stainless steel tray twice a day were frugal to say the least—dry bread, boiled lentils, boiled vegetables and, if there were a bit of chicken or fish, that was boiled too. If he called for another helping—in a cracked voice that quavered theatrically—Rakesh himself would come to the door, gaze at him sadly and shake his head, saying, “Now, papa, we must be careful, we can't risk another illness, you know,” and although the daughter-in-law kept tactfully out of the way, the old man could just see her smirk sliding merrily through the air. He tried to bribe his grandchildren into buying him sweets (and how he missed his wife now, that generous, indulgent and illiterate cook), whispering, “Here's fifty paise,” as he stuffed the coins into a tight, hot fist. “Run down to the shop at the crossroads and buy me thirty paise worth of jalebis, and you can spend the remaining twenty paise on yourself. Eh? Understand? Will you do that?” He got away with it once or twice but then was found out, the conspirator was scolded by his father and smacked by his mother and Rakesh came storming into the room, almost tearing his hair as he shouted through compressed lips, “Now papa, are you trying to turn my little son into a liar? Quite apart from spoiling your own stomach, you are spoiling him as well—you are encouraging him to lie to his own parents. You should have heard the lies he told his mother when she saw him bringing back those jalebis wrapped up in filthy newspaper. I don't allow anyone in my house to buy sweets in the bazaar, papa, surely you know that. There's cholera in the city, typhoid, gastroenteritis—I see these cases daily in the hospital, how can I allow my own family to run such risks?” The old man sighed and lay down in the corpse position. But that worried no one any longer.

There was only one pleasure left in the old man now (his son's early morning visits and readings from the newspaper could no longer be called that) and those were visits from elderly neighbors. These were not frequent as his contemporaries were mostly as decrepit and helpless as he and few could walk the length of the road to visit him any

more. Old Bhatia, next door, however, who was still spry enough to refuse, adamantly, to bathe in the tiled bathroom indoors and to insist on carrying out his brass mug and towel, in all seasons and usually at impossible hours, into the yard and bathe noisily under the garden tap, would look over the hedge to see if Varma were out on his verandah and would call to him and talk while he wrapped his dhoti about him and dried the sparse hair on his head, shivering with enjoyable exaggeration. Of course these conversations, bawled across the hedge by two rather deaf old men conscious of having their entire households overhearing them, were not very satisfactory but Bhatia occasionally came out of his yard, walked down the bit of road and came in at Varma's gate to collapse onto the stone plinth built under the temple tree. If Rakesh was at home he would help his father down the steps into the garden and arrange him on his night bed under the tree and leave the two old men to chew betel-leaves and discuss the ills of their individual bodies with combined passion.

“At least you have a doctor in the house to look after you,” sighed Bhatia, having vividly described his martyrdom to piles.

“Look after me?” cried Varma, his voice cracking like an ancient clay jar. “He—he does not even give me enough to eat.”

“What?” said Bhatia, the white hairs in his ears twitching. “Doesn't give you enough to eat? Your own son?”

“My own son. If I ask him for one more piece of bread, he says no, papa, I weighed out the ata myself and I can't allow you to have more than two hundred grams of cereal a day. He weighs the food he gives me, Bhatia—he has scales to weigh it on. That is what it has come to.”

“Never,” murmured Bhatia in disbelief. “Is it possible, even in this evil age, for a son to refuse his father food?”

“Let me tell you,” Varma whispered eagerly. “Today the family was having fried fish—I could smell it. I called to my daughter-in-law to bring me a piece. She came to the door and said no. . . .”

“Said no?” It was Bhatia’s voice that cracked. A drongo shot out of the tree and sped away. “No?”

“No, she said no, Rakesh has ordered her to give me nothing fried. No butter, he says, no oil. . . .”

“No butter? No oil? How does he expect his father to live?”

Old Varma nodded with melancholy triumph. “That is how he treats me—after I have brought him up, given him an education, made him a great doctor. Great doctor! This is the way great doctors treat their fathers, Bhatia,” for the son’s sterling personality and character now underwent a curious sea change. Outwardly all might be the same but the interpretation had altered: his masterly efficiency was nothing but cold heartlessness, his authority was only tyranny in disguise.

There was cold comfort in complaining to neighbors and, on such a miserable diet, Varma found himself slipping, weakening and soon becoming a genuinely sick man. Powders and pills and mixtures were not only brought in when dealing with a crisis like an upset stomach but became a regular part of his diet—became his diet, complained Varma, supplanting the natural foods he craved. There were pills to regulate his bowel movements, pills to bring down his blood pressure, pills to deal with his arthritis and, eventually, pills to keep his heart beating. In between there were panicky rushes to the hospital, some humiliating experience with the stomach pump and enema, which left him frightened and helpless. He cried easily, shriveling up on his bed, but if he complained of a pain or even a vague, gray fear in the night, Rakesh would simply open another bottle of pills and force him to take one. “I have my duty to you papa,” he said when his father begged to be let off.

“Let me be,” Varma begged, turning his face away from the pills on the outstretched hand. “Let me die. It would be better. I do not want to live only to eat your medicines.”

“Papa, be reasonable.”

“I leave that to you,” the father cried with sudden spirit. “Leave me alone, let me die now, I cannot live like this.”

“Lying all day on his pillows, fed every few hours by his daughter-in-law’s own hand, visited by every member of his family daily—and then he says he does not want to live ‘like this,’” Rakesh was heard to say, laughing, to someone outside the door.

“Deprived of food,” screamed the old man on the bed, “his wishes ignored, taunted by his daughter-in-law, laughed at by his grandchildren—that is how I live.” But he was very old and weak and all anyone heard was an incoherent croak, some expressive grunts and cries of genuine pain. Only once, when old Bhatia had come to see him and they sat together under the temple tree, they heard him cry, “God is calling me—and they won’t let me go.”

The quantities of vitamins and tonics he was made to take were not altogether useless. They kept him alive and even gave him a kind of strength that made him hang on long after he ceased to wish to hang on. It was as though he were straining at a rope, trying to break it, and it would not break, it was still strong. He only hurt himself, trying.

In the evening, that summer, the servants would come into his cell, grip his bed, one at each end, and carry it out to the verandah, there sitting it down with a thump that jarred every tooth in his head. In answer to his agonized complaints they said the doctor sahib had told them he must take the evening air and the evening air they would make him take—thump. Then Veena, that smiling, hypocritical pudding in a rustling sari, would appear and pile up the pillows under his head till he was propped up stiffly into a sitting position that made his head swim and his back ache.

“Let me lie down,” he begged. “I can’t sit up any more.”

“Try, papa, Rakesh said you can if you try,” she said, and drifted away to the other end of the verandah where her transistor radio vibrated to the lovesick tunes from the cinema that she listened to all day.

So there he sat, like some stiff corpse, terrified, gazing out on the lawn where his grandsons played cricket, in danger of getting one of their hard-spun balls in his eye, and at the gate that opened onto the dusty and rubbish-heaped lane but still bore, proudly, a newly touched-up signboard that bore his son’s name and qualifications, his own name having vanished from the gate long ago.

At last the sky-blue Ambassador arrived, the cricket game broke up in haste, the car drove in smartly and the doctor, the great doctor, all in white, stepped out. Someone ran up to take his bag from him, others to escort him up the steps. “Will you have tea?” his wife called, turning down the transistor set. “Or a Coca-Cola? Shall I fry you some samosas?” But he did not reply or even glance in her direction. Ever a devoted son, he went first to the corner where his father sat gazing, stricken, at some undefined spot in the dusty yellow air that swam before him. He did not turn his head to look at his son. But he stopped gobbling air with his uncontrolled lips and set his jaw as hard as a sick and very old man could set it.

“Papa,” his son said, tenderly, sitting down on the edge of the bed and reaching out to press his feet.

Old Varma tucked his feet under him, out of the way, and continued to gaze stubbornly into the yellow air of the summer evening.

“Papa, I’m home.”

Varma’s hand jerked suddenly, in a sharp, derisive movement, but he did not speak.

“How are you feeling, papa?”

Then Varma turned and looked at his son. His face was so out of control and all in pieces, that the multitude of expressions that crossed it could not make up a whole and convey to the famous man exactly what his father thought of him, his skill, his art. “I’m dying,” he croaked. “Let me die, I tell you.”

“Papa, you’re joking,” his son smiled at him, lovingly. “I’ve brought you a new tonic to make you feel better. You must take it, it will make you feel stronger again. Here it is. Promise me you will take it regularly, papa.”

Varma’s mouth worked as hard as though he still had a gob of betel in it (his supply of betel had been cut off years ago). Then he spat out some words, as sharp and bitter as poison, into his son’s face. “Keep your tonic—I want none—I want none—I won’t take any more of—of your medicines. None. Never,” and he swept the bottle out of his son’s hand with a wave of his own, suddenly grand, suddenly effective.

His son jumped, for the bottle was smashed and thick brown syrup had splashed up, staining his white trousers. His wife let out a cry and came running. All around the old man was hubbub once again, noise, attention.

He gave one push to the pillows at his back and dislodged them so he could sink down on his back, quite flat again. He closed his eyes and pointed his chin at the ceiling, like some dire prophet, groaning, “God is calling me—now let me go.”

===== THE END =====



Making Inferences Worksheet: “A Devoted Son” by Anita Desai

Objective: To understand and infer the underlying themes, character motivations, and plot developments in the story “A Devoted Son”.

Instructions: Read each statement from the story and make an inference based on the given information. Write your answers in complete sentences.

1. Statement: Rakesh, the protagonist, tops every exam and is hailed as a hero in his village.

Question: What can you infer about Rakesh’s character and the societal values of his village?

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2. Statement: Despite his success, Rakesh takes care of his aging parents and stays humble.

Question: What does this tell you about Rakesh’s personality and his values?

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3. Statement: Rakesh starts controlling his father’s diet strictly after his father becomes ill.

Question: What can you infer about Rakesh’s intentions and his relationship with his father?

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4. Statement: Rakesh’s father begins to resent his son’s control over his life.

Question: How does this development affect their relationship?

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5. Statement: The story ends with Rakesh’s father refusing to take the medicine Rakesh gives him.

Question: What can you infer about the father’s feelings and the story’s themes from this ending?

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Drawing Conclusion Worksheet: “A Devoted Son” by Anita Desai

Objective: To draw a conclusion that is supported by the information given in the story “A Devoted Son” by Anita Desai.

Instructions: Read the excerpt from “A Devoted Son” by Anita Desai carefully and answer the questions or complete the statements based on your understanding of the author’s point of view and the evidence provided in the text. Try to draw a conclusion that is supported by the information given.

Excerpt:

“Rakesh grew into a teenager, then a young man, then a husband and father—all the while staying in his parents’ house. He cared for his aging parents with meticulous attention to detail, ensuring they lacked nothing. However, as his father’s health declined, Rakesh’s dedication morphed into an obsession with controlling every aspect of his father’s life, including his diet, medication, and daily routine.”

1. What conclusion can you draw about Rakesh’s relationship with his parents based on the information provided?

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2. Based on the evidence, what judgment can you make about Rakesh’s transformation over time?

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3. How does Rakesh’s attitude towards his parents change throughout the passage?

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4. What clues does the author provide about Rakesh’s motivations for his actions?

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5. What might be the consequences of Rakesh’s obsessive behavior towards his father?

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Appendix D: The validation of lesson plan
(Experts)

Lesson plan 1: A Devoted Son by Anita Desai

Instructions:

This evaluation form is designed for the experts to evaluate the congruence of appropriateness and completeness of critical thinking instruction in lesson plan 1: A Devoted Son by Anita Desai, which uses thinking-based learning and short stories to improve grade 10 students' critical thinking skills.

In the evaluation form, there are two main parts:

Part one is to evaluate the congruence of the appropriateness and completeness of the lesson plan by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed.

Part two is an open-ended form for the experts to evaluate the congruence of the appropriateness and completeness of lesson plan 1: A Devoted Son by Anita Desai. In part two, more comments and suggestions are required.

Part one: Please evaluate the congruence of the appropriateness and completeness of the lesson plan by using Item Objective Congruence (IOC) criteria. The validation of the lesson plan is indicated in the table below:

Items	Evaluator			IOC
	E1	E2	E3	
1. Lesson Plan				
1.1 The lesson plan is appropriate.	+1	+1	+1	1.00
2. Objectives				
2.1 The objectives are clear.	+1	+1	+1	1.00
3. The use of language				
3.1 The use of language is clear and understandable.	+1	0	+1	0.67
4. Format				
4.1 The format of lesson plan is appropriate.	+1	+1	+1	1.00
4.2 The layout of the lesson is understandable.	+1	+1	+1	1.00
5. Instructional Procedures				
5.1 The teaching instruction steps are appropriate.	+1	+1	+1	1.00
5.2 The instructional steps are easy to follow.	+1	+1	+1	1.00
5.3 The instructional steps are compatible with objectives.	+1	+1	+1	1.00
5.4 The arrangement of teaching instruction steps helps the students to develop critical thinking skills.	0	+1	+1	0.67
6. Period of Time				
6.1. The period of time is appropriate for teaching and learning.	+1	+1	+1	1.00

*Content validity: (IOC = 0.50–1.00) = reserved / (IOC = 0.00 – 0.49) = modified

Part two: Please give comments and recommendations for the level of congruence of the appropriateness and completeness of *Using Thinking-based learning and Short Stories to Improve Grade 10 Students' Critical Thinking Skills at Sukhothai Wittayakom School, Sukhothai.*

E1 :

E2 :

E3 :

Appendix E: The pre-test of critical thinking test

Pre-Test: Critical Thinking Skills

Semester 1 Academic year 2024 Grade 10

Full score: 30 marks Time: 60 minutes

Explanation:

This exam has 5 excerpts.

Excerpt 1-2 A Devoted Son by Anita Desai	Items 1-6
Excerpt 3-4 Black Beauty by Anna Sewell	Items 7-12
Excerpt 5-6 The Last Leaf by O. Henry	Items 13-18
Excerpt 7-8 A Very Short Story by E. Hemingway	Items 19-24
Excerpt 9-10 The Black Cat by Edgar Allan Poe	Items 25-30

Learning Standard and Indicators

Standard	F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.
Indicators	F1.1: Identify the main idea, analyze the essence, interpret, and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration. 10/4

Directions: Answer the following questions from the following excerpts.

Excerpt 1 A Devoted Son by Anita Desai (Items 1-3)

Varma was a hard-working man and had always been so; yet he could never shake off a perpetual feeling of financial insecurity and insufficiency, as if disaster were only a step behind him. His son, Rakesh, who excelled in school and later went on to win a scholarship to study in America, seemed to embody all his father's dreams and ambitions. When Rakesh returned home after completing his studies, he not only joined a prestigious hospital but also married a girl of his father's choosing, filling Varma with immense pride and relief. Over time, however, Varma's health began to decline. Rakesh, being a devoted son, took upon himself the task of overseeing his father's diet strictly, limiting his intake of sweets and fried foods, which had always been Varma's favorite.

1. What can we infer about Varma's perception of his financial situation?
 - A) He is ignorant of his true financial status.
 - B) He is extremely wealthy and secure financially.
 - C) He is comfortably wealthy but chooses to live frugally.
 - D) He struggles with the fear of impending financial doom.
2. How might Rakesh's achievements affect Varma's sense of pride?
 - A) They likely exacerbate his financial insecurities.
 - B) They fulfill Varma's unmet personal ambitions.
 - C) They make Varma feel disconnected from his cultural roots.
 - D) They cause tension between father and son due to differing values.
3. What can be inferred about Rakesh's approach to his father's health?
 - A) He is indifferent to his father's preferences.
 - B) He is lenient and flexible with dietary rules.
 - C) He is unaware of the impact of diet on health.
 - D) He prioritizes his father's health over his happiness.

Excerpt 2 A Devoted Son by Anita Desai (Items 4-6)

After many years of struggle and hard work, Varma was able to see his son, Rakesh, rise to heights he had never imagined. Rakesh's career as a doctor was flourishing, and he had become an influential figure in the community. However, as Varma grew older, his health worsened, and he became more dependent on his son. Rakesh's handling of his father's health issues became more assertive over time. He enforced dietary restrictions and medication schedules with an almost clinical detachment, often disregarding his father's complaints about the strict regime. Varma felt his independence slipping away, but he also recognized the irony of being cared for so meticulously by the son he had raised to be a top doctor. The old man found himself caught between pride and frustration, a dynamic that strained their relationship.

4. What conclusion can be drawn about Rakesh's personality based on his approach to his father's care?
 - A) He is compassionate but overly controlling.
 - B) He is professional and detached in his caregiving.
 - C) He is uncaring and indifferent to his father's feelings.
 - D) He is inexperienced and unsure of how to manage care.

5. What conclusion can be drawn about the impact of Rakesh's medical interventions on Varma's sense of self?
 - A) They enhance his sense of security.
 - B) They contribute to feelings of helplessness.
 - C) They improve his confidence in recovering health.
 - D) They have no significant impact on his emotional well-being.
6. How does Varma likely view the changes in his relationship with his son?
 - A) He is completely satisfied with Rakesh's decisions.
 - B) He appreciates the care but desires more autonomy.
 - C) He resents Rakesh and wishes for less involvement in his life.
 - D) He is indifferent to the changes as long as his health improves.

Excerpt 3 Black Beauty by Anna Sewell (Items 7-9)

As the months passed at Birtwick, Black Beauty became accustomed to the routines and the people around him. The groom, John Manly, was kind and careful with the horses, always making sure that their needs were attended to before he finished his day. One evening, Black Beauty noticed that John seemed unusually preoccupied and sad as he brushed him down. John spoke softly to the horse, "Times are changing, Beauty. Things might get harder before they get better, but we've got to bear it and keep going." The following morning, several carriages and horses were seen being moved out from the neighboring estate, and whispers of financial troubles were in the air.

7. What can we infer about John Manly's relationship with Black Beauty?
 - A) He dislikes his job and avoids the horses.
 - B) He is scared of Black Beauty but hides his fear.
 - C) He is indifferent but performs his duties adequately.
 - D) He has a close and caring relationship with the horse.
8. What can be inferred about the financial situation of the neighboring estate?
 - A) It is facing financial difficulties.
 - B) It is prospering and expanding its operations.
 - C) It is diversifying its business to include carriages.
 - D) It is stable but not planning any major investments.

9. What might John's comment about times changing suggest about the future?
- A) He is hopeful that his workload will decrease.
 - B) He fears that conditions will remain the same.
 - C) He predicts more challenges and hardships ahead.
 - D) He anticipates improvements and positive changes soon.

Excerpt 4 Black Beauty by Anna Sewell (Items 10-12)

In a quiet part of the countryside, Black Beauty spent many of his early years under the gentle care of Farmer Grey. The farmer believed that treating animals with kindness and respect was not only a moral duty but also a practical approach to getting the best work from them. He often said, "Treat them well, and they will return your kindness with loyalty and hard work." Farmer Grey was not a rich man, but he maintained a reputation for having well-kept and happy animals, which were often praised by visitors. As Black Beauty grew, he witnessed many other horses being treated harshly, but he always remembered the lessons of his early days.

10. What can we conclude about Farmer Grey's philosophy towards animal care?
- A) He treats animals well because of external pressures.
 - B) He values kindness and sees it as beneficial to productivity.
 - C) He is indifferent to animals but keeps them for appearance.
 - D) He believes that harsh treatment is necessary for discipline.
11. What conclusion can be drawn about the economic status of Farmer Grey?
- A) He is wealthy and invests heavily in his estate.
 - B) He is middle-class with a casual approach to animal care.
 - C) He is not wealthy but prioritizes the welfare of his animals.
 - D) He is financially struggling and neglects the care of his animals.
12. What might the reputation of Farmer Grey suggest about the wider community's values?
- A) They value appearance over substance.
 - B) They do not care about animal welfare.
 - C) They appreciate and respect humane treatment of animals.
 - D) They are indifferent to how animals are treated as long as they perform well.

Excerpt 5 The Last Leaf by O. Henry (Items 13-15)

In a small district west of Washington Square, the streets have gone strangely medieval with the overhanging willow trees and narrow meandering paths. Two young women, artists and friends, Sue and Johnsy, shared a studio apartment at the top of a weathered building. Johnsy had fallen seriously ill that winter, succumbing to pneumonia. She lay in her bed, facing the small window, and counted the leaves on a vine as they fell. "When the last one falls, I must go too," she said quietly to Sue. Sue, worried, looked out the window at the lone ivy leaf which had survived the night's wind and rain.

13. What can we infer about the setting of the story?
- A) It is a modern, well-kept neighborhood.
 - B) It is a bustling urban center with little greenery.
 - C) It is primarily a commercial area with few residences.
 - D) It is a quaint, possibly older part of the city with a historical feel.
14. What might Johnsy's statement about the last leaf signify about her state of mind?
- A) She is indifferent to her illness.
 - B) She is optimistic and believes in her recovery.
 - C) She has given up hope and is resigned to her fate.
 - D) She has a superstitious belief that controls her fate.
15. What can we infer about Sue's feelings towards Johnsy's situation?
- A) She is detached and unconcerned.
 - B) She is annoyed by Johnsy's pessimism.
 - C) She is deeply concerned and wants to help.
 - D) She is too busy to pay attention to Johnsy.

Excerpt 6 The Last Leaf by O. Henry (Items 16-18)

As the cold December wind whistled through the narrow streets, Sue tried to cheer up Johnsy with stories of dresses they would design and parties they would attend once spring arrived. But Johnsy, peering through the old, dust-speckled window, watched the relentless decline of ivy leaves. "Twelve leaves left now. When the last one falls, I must go, too." she murmured. Sue, deeply shaken by Johnsy's words, looked out towards the ivy-covered wall. She knew her friend was growing weaker with each leaf that fell. In a desperate hope, Sue sent for Behrman, an elderly artist who lived downstairs. Behrman was a failure in art but a staunch friend. He scoffed at Johnsy's fanciful ideas but decided to help, driven by a mysterious compulsion to aid the young artist in her fight for life.

16. What conclusion can we draw about Johnsy's outlook on her illness?
- A) She relies entirely on Sue for emotional support.
 - B) She is hopeful and believes she will recover by spring.
 - C) She is completely indifferent to her surroundings and her illness.
 - D) She views her survival as interconnected with the fate of the ivy leaves.
17. What can be concluded about Sue's actions when Johnsy becomes ill?
- A) Sue feels overwhelmed and distances herself from Johnsy.
 - B) Sue is dismissive of Johnsy's fears and does not understand her.
 - C) Sue is proactive in seeking help and supporting Johnsy emotionally.
 - D) Sue believes that Johnsy is overreacting and tells her to ignore the leaves.
18. How can Behrman's character be best described based on his reaction to Johnsy's situation?
- A) Indifferent and self-absorbed.
 - B) Detached and unhelpful.
 - C) Optimistic and unrealistic.
 - D) Cynical yet ultimately compassionate.

Excerpt 7 A Very Short Story by E. Hemingway (Items 19-21)

In the aftermath of World War I, the streets of Italy were filled with soldiers returning home, seeking solace and a sense of normalcy amidst the chaos of war. Among them were the young lovers, the American soldier and the nurse, who had found love amidst the devastation of conflict. Their romance blossomed in the cafes and streets of the small Italian town, a beacon of hope in an otherwise bleak landscape. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their lifeline, the only thread connecting them across the vast expanse of war-torn Europe. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.

19. What can be inferred about the setting of the story?
- A) The story is set in a peaceful, idyllic countryside.
 - B) The story takes place in Italy during or after World War I.
 - C) The setting is a bustling city filled with cafes and nightlife.
 - D) The story is set in a fictional world with no specific location.

20. What inference can be made about the relationship between the American soldier and the nurse?
- A) They are merely friends who share a mutual respect.
 - B) They are deeply in love and committed to each other.
 - C) They are distant acquaintances with no deep connection.
 - D) They have a tumultuous relationship filled with arguments.
21. What conclusion can be drawn about the importance of letters in the lives of the characters?
- A) Letters are used primarily for conveying practical information.
 - B) Letters are a burden, reminding the characters of their separation.
 - C) Letters are crucial for maintaining their connection and sustaining their love.
 - D) Letters serve as a means of communication but hold little emotional significance.

Excerpt 8 A Very Short Story by E. Hemingway (Items 22-24)

The war had changed everything. Once a young and carefree soldier, he returned home a broken man, haunted by memories of the battlefield. Amidst the chaos of war-torn Europe, he found solace in the arms of a compassionate nurse, their love blossoming amidst the devastation. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their lifeline, the only thread connecting them across the vast expanse of a fractured world. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.

22. What inference can be drawn about the impact of the war on the soldier?
- A) The war has had no lasting effect on him.
 - B) The war has made him stronger and more resilient.
 - C) The war has made him more carefree and adventurous.
 - D) The war has left him physically unharmed but emotionally scarred.
23. What conclusion can be drawn about the relationship between the soldier and the nurse?
- A) Their love is fleeting and superficial.
 - B) Their love is enduring and provides solace amidst turmoil.
 - C) They are merely acquaintances who find temporary comfort in each other.
 - D) They have a tumultuous relationship filled with arguments and misunderstandings.

24. What can be inferred about the importance of letters in the soldier's life?
- A) Letters are primarily used for conveying practical information.
 - B) Letters serve as a reminder of the horrors of war and are best avoided.
 - C) Letters serve as a means of communication but hold little emotional significance.
 - D) Letters are crucial for maintaining his connection with the nurse and sustaining their love.

Excerpt 9 The Black Cat by Edgar Allan Poe (Items 25-27)

“For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not—and very surely do I not dream. But tomorrow I die, and to-day I would unburden my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified—have tortured—have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but Horror—to many they will seem less terrible than baroque. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the common-place—some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.”

25. What can be inferred about the narrator's mental state?
- A) The narrator is calm and rational.
 - B) The narrator is detached and unemotional.
 - C) The narrator is overwhelmed by fear and anxiety.
 - D) The narrator is indifferent to the events being recounted.
26. What inference can be made about the events that the narrator is about to recount?
- A) They are mundane and insignificant.
 - B) They are fabricated and exaggerated for dramatic effect.
 - C) They are unrelated to the narrator's current mental state.
 - D) They are ordinary household events with horrific consequences.

27. What can be inferred about the narrator's attitude towards the reader's perception of the events?
- A) The narrator is indifferent to the reader's perception.
 - B) The narrator assumes the reader will sympathize with him.
 - C) The narrator believes the reader will find the events unbelievable.
 - D) The narrator expects the reader to believe the events without question.

Excerpt 10 The Black Cat by Edgar Allan Poe (Items 28-30)

“But my disease grew upon me — for what disease is like Alcohol! — and at length even Pluto, who was now becoming old, and consequently somewhat peevish — even Pluto began to experience the effects of my ill temper. One night, returning home, much intoxicated, from one of my haunts about town, I fancied that the cat avoided my presence. I seized him; when, in his fright at my violence, he inflicted a slight wound upon my hand with his teeth. The fury of a demon instantly possessed me. I knew myself no longer. My original soul seemed, at once, to take its flight from my body; and a more than fiendish malevolence, gin-nurtured, thrilled every fiber of my frame. I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket! I blush, I burn, I shudder, while I pen the damnable atrocity.”

28. What conclusion can be drawn about the narrator's behavior towards the cat?
- A) The narrator is indifferent to the cat's presence.
 - B) The narrator attempts to comfort the cat in its distress.
 - C) The narrator treats the cat with kindness and affection.
 - D) The narrator becomes increasingly hostile and violent towards the cat.
29. What inference can be made about the narrator's mental state during the altercation with the cat?
- A) The narrator is calm and composed.
 - B) The narrator is indifferent to their surroundings.
 - C) The narrator is overwhelmed by fear and anxiety.
 - D) The narrator is experiencing a moment of intense anger and aggression.
30. What conclusion can be drawn about the narrator's perception of their actions towards the cat?
- A) The narrator is horrified and ashamed of their actions.
 - B) The narrator regrets their actions and seeks redemption.
 - C) The narrator views their actions as justified and necessary.
 - D) The narrator is indifferent to the consequences of their actions.

Appendix F: The validation of critical thinking pre-test (Experts)

Instructions:

This evaluation form is designed for the experts to evaluate the congruence of appropriateness and completeness of critical thinking test, which investigates students' making inferences and drawing conclusions from given excerpts. Pre-test and post-test questions from this critical thinking test will be randomized. Both the pre-test and post-test have 30 questions total, with 15 of them asking to make inferences and 15 asking to draw conclusions.

In the evaluation form, there are two main parts:

Part one is to evaluate the congruence of the appropriateness and completeness of the lesson plan by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed.

Part two is an open-ended form for the experts to evaluate the congruence of the appropriateness and completeness of critical thinking test. In part two, more comments and suggestions were required.

Part one: Please evaluate the congruence of the appropriateness and completeness of the critical thinking test by using Item Objective Congruence (IOC) criteria.

The validation of the critical thinking test is indicated in the table below:

Objective	Item	Critical Thinking Test	Evaluation			
			E1	E2	E3	IOC
Students are able to make inferences and draw conclusions from the excerpts of short stories.		<p>Excerpt 1 A Devoted Son by Anita Desai (Items 1-3)</p> <p>“Varma was a hard-working man and had always been so; yet he could never shake off a perpetual feeling of financial insecurity and insufficiency, as if disaster were only a step behind him. His son, Rakesh, who excelled in school and later went on to win a scholarship to study in America, seemed to embody all his father’s dreams and ambitions. When Rakesh returned home after completing his studies, he not only joined a prestigious hospital but also married a girl of his father’s choosing, filling Varma with immense pride and relief. Over time, however, Varma’s health began to decline. Rakesh, being a devoted son, took upon himself the task of overseeing his father’s diet strictly, limiting his intake of sweets and fried foods, which had always been Varma’s favorite.”</p>				
	1	<p>What can we infer about Varma’s perception of his financial situation?</p> <p>A) He is ignorant of his true financial status.</p>	+1	+1	+1	1.00

		<p>B) He is extremely wealthy and secure financially.</p> <p>C) He is comfortably wealthy but chooses to live frugally.</p> <p>D) He struggles with the fear of impending financial doom.</p> <p>Correct Answer: D</p> <p>Explanation:</p> <p>The text explicitly mentions Varma’s “perpetual feeling of financial insecurity and insufficiency,” indicating that despite his hard work, he constantly fears financial disaster. This suggests an underlying insecurity rather than an actual financial crisis, supporting the inference in option D.</p>				
2	<p>How might Rakesh’s achievements affect Varma’s sense of pride?</p> <p>A) They likely exacerbate his financial insecurities.</p> <p>B) They fulfill Varma’s unmet personal ambitions.</p> <p>C) They make Varma feel disconnected from his cultural roots.</p> <p>D) They cause tension between father and son due to differing values.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>Since Rakesh embodies all his father’s dreams and ambitions, particularly with his academic and professional success, it is reasonable to infer that these achievements significantly boost</p>	+1	+1	+1	1.00	

		Varma's sense of pride, seeing his son accomplish what he possibly could not.				
3	<p>What can be inferred about Rakesh's approach to his father's health?</p> <p>A) He is indifferent to his father's preferences.</p> <p>B) He is lenient and flexible with dietary rules.</p> <p>C) He is unaware of the impact of diet on health.</p> <p>D) He prioritizes his father's health over his happiness.</p> <p>Correct Answer: D</p> <p>Explanation: Rakesh strictly regulates his father's diet despite these being Varma's favorite foods, which implies that he places a higher priority on his father's health than on maintaining his father's habitual eating pleasures.</p> <p>Excerpt 2 A Devoted Son by Anita Desai (Items 4-6)</p> <p>"After many years of struggle and hard work, Varma was able to see his son, Rakesh, rise to heights he had never imagined. Rakesh's career as a doctor was flourishing, and he had become an influential figure in the community. However, as Varma grew older, his health worsened, and he became more dependent on his son. Rakesh's handling of his father's health issues became more assertive over time. He</p>	+1	+1	+1	1.00	

		enforced dietary restrictions and medication schedules with an almost clinical detachment, often disregarding his father's complaints about the strict regime. Varma felt his independence slipping away, but he also recognized the irony of being cared for so meticulously by the son he had raised to be a top doctor. The old man found himself caught between pride and frustration, a dynamic that strained their relationship."				
4	<p>What conclusion can be drawn about Rakesh's personality based on his approach to his father's care?</p> <p>A) He is compassionate but overly controlling.</p> <p>B) He is professional and detached in his caregiving.</p> <p>C) He is uncaring and indifferent to his father's feelings.</p> <p>D) He is inexperienced and unsure of how to manage care.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>Rakesh's approach to his father's care, described as having "almost clinical detachment," suggests that he treats his father more like a patient than a family member, indicating a professional but emotionally detached manner rather than genuine indifference or a lack of compassion.</p>	+1	+1	+1	1.00	

	5	<p>What conclusion can be drawn about the impact of Rakesh’s medical interventions on Varma’s sense of self?</p> <p>A) They enhance his sense of security.</p> <p>B) They contribute to feelings of helplessness.</p> <p>C) They improve his confidence in recovering health.</p> <p>D) They have no significant impact on his emotional well-being.</p> <p>Correct Answer: B</p> <p>Explanation: The excerpt indicates that Varma felt his independence “slipping away” due to Rakesh’s strict health regime, suggesting that these interventions led to feelings of helplessness and frustration, rather than improving his emotional or psychological well-being.</p>	+1	+1	+1	1.00
	6	<p>How does Varma likely view the changes in his relationship with his son?</p> <p>A) He is completely satisfied with Rakesh’s decisions.</p> <p>B) He appreciates the care but desires more autonomy.</p> <p>C) He resents Rakesh and wishes for less involvement in his life.</p> <p>D) He is indifferent to the changes as long as his health improves.</p> <p>Correct Answer: B</p>	+1	+1	0	0.67

		<p>Explanation:</p> <p>Varma's recognition of the irony in being cared for by his son, coupled with his frustration, likely indicates that while he appreciates the care, he also desires more independence and autonomy, pointing to mixed feelings about the evolving dynamics of their relationship.</p>				
		<p>Excerpt 3 Black Beauty by Anna Sewell (Items 7-9)</p> <p>“As the months passed at Birtwick, Black Beauty became accustomed to the routines and the people around him. The groom, John Manly, was kind and careful with the horses, always making sure that their needs were attended to before he finished his day. One evening, Black Beauty noticed that John seemed unusually preoccupied and sad as he brushed him down. John spoke softly to the horse, “Times are changing, Beauty. Things might get harder before they get better, but we’ve got to bear it and keep going.” The following morning, several carriages and horses were seen being moved out from the neighboring estate, and whispers of financial troubles were in the air.”</p>				
	7	<p>What can we infer about John Manly's relationship with Black Beauty?</p> <p>A) He dislikes his job and avoids the horses.</p>	+1	+1	+1	1.00

		<p>B) He is scared of Black Beauty but hides his fear.</p> <p>C) He is indifferent but performs his duties adequately.</p> <p>D) He has a close and caring relationship with the horse.</p> <p>Correct Answer: D</p> <p>Explanation: John Manly's actions of speaking softly to Black Beauty and ensuring the horses' needs are met indicate a caring and attentive relationship, suggesting a close bond between them.</p>				
8	<p>What can be inferred about the financial situation of the neighboring estate?</p> <p>A) It is facing financial difficulties.</p> <p>B) It is prospering and expanding its operations.</p> <p>C) It is diversifying its business to include carriages.</p> <p>D) It is stable but not planning any major investments.</p> <p>Correct Answer: A</p> <p>Explanation: The movement of carriages and horses out from the neighboring estate coupled with whispers of financial troubles strongly implies that the estate is experiencing financial difficulties.</p>	+1	+1	+1	1.00	

	9	<p>What might John’s comment about times changing suggest about the future?</p> <p>A) He is hopeful that his workload will decrease.</p> <p>B) He fears that conditions will remain the same.</p> <p>C) He predicts more challenges and hardships ahead.</p> <p>D) He anticipates improvements and positive changes soon.</p> <p>Correct Answer: C</p> <p>Explanation: John’s remark that “things might get harder before they get better” suggests an expectation of upcoming challenges and difficulties, indicating a potentially tough period ahead.</p> <p>Excerpt 4 Black Beauty by Anna Sewell (Items 10-12)</p> <p>“In a quiet part of the countryside, Black Beauty spent many of his early years under the gentle care of Farmer Grey. The farmer believed that treating animals with kindness and respect was not only a moral duty but also a practical approach to getting the best work from them. He often said, “Treat them well, and they will return your kindness with loyalty and hard work.” Farmer Grey was not a rich man, but he maintained a reputation for having well-kept and happy animals, which were often praised by visitors. As Black Beauty grew, he witnessed many other horses</p>	+1	+1	+1	1.00
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		being treated harshly, but he always remembered the lessons of his early days.”				
10	<p>What can we conclude about Farmer Grey’s philosophy towards animal care?</p> <p>A) He treats animals well because of external pressures.</p> <p>B) He values kindness and sees it as beneficial to productivity.</p> <p>C) He is indifferent to animals but keeps them for appearance.</p> <p>D) He believes that harsh treatment is necessary for discipline.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The text clearly states that Farmer Grey saw kindness and respect as not just moral duties but practical for obtaining the best work from animals, indicating that he values humane treatment as beneficial to productivity.</p>	+1	+1	+1	1.00	
11	<p>What conclusion can be drawn about the economic status of Farmer Grey?</p> <p>A) He is wealthy and invests heavily in his estate.</p> <p>B) He is middle-class with a casual approach to animal care.</p> <p>C) He is not wealthy but prioritizes the welfare of his animals.</p> <p>D) He is financially struggling and neglects the care of his animals.</p>	+1	+1	+1	1.00	

		<p>Correct Answer: C</p> <p>Explanation:</p> <p>The excerpt mentions that Farmer Grey was not rich, but he maintained well-kept and happy animals, which implies he prioritizes their welfare despite not being wealthy.</p>				
12	<p>What might the reputation of Farmer Grey suggest about the wider community's values?</p> <p>A) They value appearance over substance.</p> <p>B) They do not care about animal welfare.</p> <p>C) They appreciate and respect humane treatment of animals.</p> <p>D) They are indifferent to how animals are treated as long as they perform well.</p> <p>Correct Answer: C</p> <p>Explanation:</p> <p>Given that visitors often praised the condition of Farmer Grey's animals, it can be inferred that the community appreciates and respects his humane treatment of animals, suggesting a shared value of kindness towards animals.</p> <p>Excerpt 5 The Last Leaf by O. Henry (Items 13-15)</p> <p>"In a small district west of Washington Square, the streets have gone strangely medieval with the overhanging willow trees and narrow meandering paths.</p>	+1	+1	+1	1.00	

		Two young women, artists and friends, Sue and Johnsy, shared a studio apartment at the top of a weathered building. Johnsy had fallen seriously ill that winter, succumbing to pneumonia. She lay in her bed, facing the small window, and counted the leaves on a vine as they fell. “When the last one falls, I must go too,” she said quietly to Sue. Sue, worried, looked out the window at the lone ivy leaf which had survived the night’s wind and rain.”				
13	What can we infer about the setting of the story?	<p>A) It is a modern, well-kept neighborhood.</p> <p>B) It is a bustling urban center with little greenery.</p> <p>C) It is primarily a commercial area with few residences.</p> <p>D) It is a quaint, possibly older part of the city with a historical feel.</p> <p>Correct Answer: D</p> <p>Explanation: The description of the streets as “strangely medieval” with overhanging willow trees and narrow paths suggests a quaint, possibly older or historical part of the city.</p>	+1	+1	+1	1.00
14	What might Johnsy’s statement about the last leaf signify about her state of mind?		0	+1	+1	0.67

		<p>A) She is indifferent to her illness.</p> <p>B) She is optimistic and believes in her recovery.</p> <p>C) She has given up hope and is resigned to her fate.</p> <p>D) She has a superstitious belief that controls her fate.</p> <p>Correct Answer: C</p> <p>Explanation: Johnsy's fixation on the falling leaves as a countdown to her own demise suggests a resignation to her fate, indicative of a loss of hope.</p>				
15	<p>What can we infer about Sue's feelings towards Johnsy's situation?</p> <p>A) She is detached and unconcerned.</p> <p>B) She is annoyed by Johnsy's pessimism.</p> <p>C) She is deeply concerned and wants to help.</p> <p>D) She is too busy to pay attention to Johnsy.</p> <p>Correct Answer: C</p> <p>Explanation: Sue's observation of the lone ivy leaf and her concern for Johnsy indicate her deep worry and her desire to support her friend during this difficult time.</p> <p>Excerpt 6 The Last Leaf by O. Henry (Items 16-18)</p> <p>"As the cold December wind whistled through the narrow streets, Sue tried to</p>	+1	+1	+1	1.00	

	<p>cheer up Johnsy with stories of dresses they would design and parties they would attend once spring arrived. But Johnsy, peering through the old, dust-speckled window, watched the relentless decline of ivy leaves. “Twelve leaves left now. When the last one falls I must go, too.” she murmured. Sue, deeply shaken by Johnsy’s words, looked out towards the ivy-covered wall. She knew her friend was growing weaker with each leaf that fell. In a desperate hope, Sue sent for Behrman, an elderly artist who lived downstairs. Behrman was a failure in art but a staunch friend. He scoffed at Johnsy’s fanciful ideas but decided to help, driven by a mysterious compulsion to aid the young artist in her fight for life.”</p>				
16	<p>What conclusion can we draw about Johnsy’s outlook on her illness?</p> <p>A) She relies entirely on Sue for emotional support.</p> <p>B) She is hopeful and believes she will recover by spring.</p> <p>C) She is completely indifferent to her surroundings and her illness.</p> <p>D) She views her survival as interconnected with the fate of the ivy leaves.</p> <p>Correct Answer: D</p> <p>Explanation: Johnsy’s focus on the falling leaves as an omen of her own demise suggests</p>	+1	+1	+1	1.00

		she sees a direct link between her survival and the ivy leaves, indicating a symbolic connection in her mind.				
17	What can be concluded about Sue's actions when Johnsy becomes ill? A) Sue feels overwhelmed and distances herself from Johnsy. B) Sue is dismissive of Johnsy's fears and does not understand her. C) Sue is proactive in seeking help and supporting Johnsy emotionally. D) Sue believes that Johnsy is overreacting and tells her to ignore the leaves. Correct Answer: C Explanation: Sue's efforts to cheer up Johnsy and her decision to bring Behrman to help demonstrate her proactive and supportive approach to her friend's illness.	+1	+1	+1	1.00	
18	How can Behrman's character be best described based on his reaction to Johnsy's situation? A) Indifferent and self-absorbed. B) Detached and unhelpful. C) Optimistic and unrealistic. D) Cynical yet ultimately compassionate. Correct Answer: D	0	+1	+1	0.67	

		<p>Explanation: Although Behrman initially scoffs at Johnsy’s belief, his decision to help reflects a deep-seated compassion, suggesting a complex character who is cynical on the surface but caring underneath.</p> <p>Excerpt 7 A Very Short Story by E. Hemingway (Items 19-21) “In the aftermath of World War I, the streets of Italy were filled with soldiers returning home, seeking solace and a sense of normalcy amidst the chaos of war. Among them were the young lovers, the American soldier and the nurse, who had found love amidst the devastation of conflict. Their romance blossomed in the cafes and streets of the small Italian town, a beacon of hope in an otherwise bleak landscape. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their lifeline, the only thread connecting them across the vast expanse of war-torn Europe. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.”</p>				
19		<p>What can be inferred about the setting of the story?</p> <p>A) The story is set in a peaceful, idyllic countryside.</p> <p>B) The story takes place in Italy during or after World War I.</p>	+1	+1	+1	1.00

		<p>C) The setting is a bustling city filled with cafes and nightlife.</p> <p>D) The story is set in a fictional world with no specific location.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The mention of soldiers returning home in the aftermath of World War I and the cafes and streets of a small Italian town indicate that the story is set in Italy during or after the war.</p>				
20	<p>What inference can be made about the relationship between the American soldier and the nurse?</p> <p>A) They are merely friends who share a mutual respect.</p> <p>B) They are deeply in love and committed to each other.</p> <p>C) They are distant acquaintances with no deep connection.</p> <p>D) They have a tumultuous relationship filled with arguments.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The description of their romance blossoming amidst the chaos of war and their love burning bright despite the harsh realities of separation suggests that they are deeply in love and committed to each other.</p>	+1	+1	+1	1.00	

	21	<p>What conclusion can be drawn about the importance of letters in the lives of the characters?</p> <p>A) Letters are used primarily for conveying practical information.</p> <p>B) Letters are a burden, reminding the characters of their separation.</p> <p>C) Letters are crucial for maintaining their connection and sustaining their love.</p> <p>D) Letters serve as a means of communication but hold little emotional significance.</p> <p>Correct Answer: C</p> <p>Explanation: The mention of letters being their lifeline and the only thread connecting them across the vast expanse of war-torn Europe suggests that letters are crucial for maintaining their connection and sustaining their love.</p> <p>Excerpt 8 A Very Short Story by E. Hemingway (Items 22-24)</p> <p>“The war had changed everything. Once a young and carefree soldier, he returned home a broken man, haunted by memories of the battlefield. Amidst the chaos of war-torn Europe, he found solace in the arms of a compassionate nurse, their love blossoming amidst the devastation. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their</p>	+1	+1	+1	1.00
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		lifeline, the only thread connecting them across the vast expanse of a fractured world. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.”				
22	What inference can be drawn about the impact of the war on the soldier?	<p>A) The war has had no lasting effect on him.</p> <p>B) The war has made him stronger and more resilient.</p> <p>C) The war has made him more carefree and adventurous.</p> <p>D) The war has left him physically unharmed but emotionally scarred.</p> <p>Correct Answer: D</p> <p>Explanation: The description of the soldier as returning home a broken man, haunted by memories of the battlefield, suggests that the war has left him emotionally scarred, even though he might not have been physically injured.</p>	+1	+1	+1	1.00
23	What conclusion can be drawn about the relationship between the soldier and the nurse?	<p>A) Their love is fleeting and superficial.</p> <p>B) Their love is enduring and provides solace amidst turmoil.</p> <p>C) They are merely acquaintances who find</p>	+1	+1	+1	1.00

		<p>temporary comfort in each other.</p> <p>D) They have a tumultuous relationship filled with arguments and misunderstandings.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The description of their love blossoming amidst the devastation of war and their love burning bright even in the darkest of times suggests that their love is enduring and provides solace amidst turmoil.</p>				
24	<p>What can be inferred about the importance of letters in the soldier's life?</p> <p>A) Letters are primarily used for conveying practical information.</p> <p>B) Letters serve as a reminder of the horrors of war and are best avoided.</p> <p>C) Letters serve as a means of communication but hold little emotional significance.</p> <p>D) Letters are crucial for maintaining his connection with the nurse and sustaining their love.</p> <p>Correct Answer: D</p> <p>Explanation:</p> <p>The mention of letters becoming their lifeline and the only thread connecting them suggests that letters are crucial for maintaining the soldier's connection</p>	+1	+1	+1	1.00	

		<p>with the nurse and sustaining their love amidst the challenges of war.</p> <p>Excerpt 9 The Black Cat by Edgar Allan Poe (Items 25-27)</p> <p>“For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not—and very surely do I not dream. But to-morrow I die, and to-day I would unburden my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified—have tortured—have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but Horror—to many they will seem less terrible than baroque. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the commonplace—some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.”</p>			
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	25	<p>What can be inferred about the narrator's mental state?</p> <p>A) The narrator is calm and rational.</p> <p>B) The narrator is detached and unemotional.</p> <p>C) The narrator is overwhelmed by fear and anxiety.</p> <p>D) The narrator is indifferent to the events being recounted.</p> <p>Correct Answer: C</p> <p>Explanation: The use of words like "mad" and "terrified," along with the declaration that the narrator is about to die, suggests that the narrator is overwhelmed by fear and anxiety.</p>	+1	+1	+1	1.00
	26	<p>What inference can be made about the events that the narrator is about to recount?</p> <p>A) They are mundane and insignificant.</p> <p>B) They are fabricated and exaggerated for dramatic effect.</p> <p>C) They are unrelated to the narrator's current mental state.</p> <p>D) They are ordinary household events with horrific consequences.</p> <p>Correct Answer: D</p> <p>Explanation: The narrator mentions that the events have terrified, tortured, and destroyed him, suggesting that they are ordinary</p>	0	+1	+1	0.67

		household events with horrific consequences.				
27		<p>What can be inferred about the narrator's attitude towards the reader's perception of the events?</p> <p>A) The narrator is indifferent to the reader's perception.</p> <p>B) The narrator assumes the reader will sympathize with him.</p> <p>C) The narrator believes the reader will find the events unbelievable.</p> <p>D) The narrator expects the reader to believe the events without question.</p> <p>Correct Answer: C</p> <p>Explanation: The narrator mentions that he neither expects nor solicits belief and acknowledges that the events may seem less terrible than he perceives them to be, suggesting that he believes the reader will find the events unbelievable.</p> <p>Excerpt 10 The Black Cat by Edgar Allan Poe (Items 28-30)</p> <p>“But my disease grew upon me — for what disease is like Alcohol! — and at length even Pluto, who was now becoming old, and consequently somewhat peevish — even Pluto began to experience the effects of my ill temper. One night, returning home,</p>	+1	+1	+1	1.00

	<p>much intoxicated, from one of my haunts about town, I fancied that the cat avoided my presence. I seized him; when, in his fright at my violence, he inflicted a slight wound upon my hand with his teeth. The fury of a demon instantly possessed me. I knew myself no longer. My original soul seemed, at once, to take its flight from my body; and a more than fiendish malevolence, gin-nurtured, thrilled every fiber of my frame. I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket! I blush, I burn, I shudder, while I pen the damnable atrocity.”</p>				
28	<p>What conclusion can be drawn about the narrator’s behavior towards the cat?</p> <p>A) The narrator is indifferent to the cat’s presence. B) The narrator attempts to comfort the cat in its distress. C) The narrator treats the cat with kindness and affection. D) The narrator becomes increasingly hostile and violent towards the cat.</p> <p>Correct Answer: D Explanation: The narrator’s actions of seizing the cat, inflicting harm upon it in a fit of rage, and ultimately mutilating it</p>	+1	+1	+1	1.00

		demonstrate a progression towards hostility and violence.				
29	What inference can be made about the narrator's mental state during the altercation with the cat? A) The narrator is calm and composed. B) The narrator is indifferent to their surroundings. C) The narrator is overwhelmed by fear and anxiety. D) The narrator is experiencing a moment of intense anger and aggression. Correct Answer: D Explanation: The narrator's description of being possessed by the fury of a demon and experiencing a more than fiendish malevolence suggests a moment of intense anger and aggression.	+1	+1	+1	1.00	
30	What conclusion can be drawn about the narrator's perception of their actions towards the cat? A) The narrator is horrified and ashamed of their actions. B) The narrator regrets their actions and seeks redemption. C) The narrator views their actions as justified and necessary. D) The narrator is indifferent to the consequences of their actions.	+1	+1	+1	1.00	

	<p>Correct Answer: A</p> <p>Explanation:</p> <p>The narrator’s admission that they blush, burn, and shudder while penning the damnable atrocity suggests a sense of horror and shame towards their actions.</p>				
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Part two: Please give comments and recommendations for the level of congruence of the appropriateness and completeness of the critical thinking test.

E1 :

E2 :

E3 :



Appendix G: The post-test of English writing

Post-Test: Critical Thinking Skills

Semester 1 Academic year 2024 Grade 10

Full score: 30 marks Time: 60 minutes

Explanation:

This exam has 5 excerpts.

Excerpt 1-2 A Devoted Son by Anita Desai	Items 1-6
Excerpt 3-4 Black Beauty by Anna Sewell	Items 7-12
Excerpt 5-6 The Last Leaf by O. Henry	Items 13-18
Excerpt 7-8 A Very Short Story by E. Hemingway	Items 19-24
Excerpt 9-10 The Black Cat by Edgar Allan Poe	Items 25-30

Learning Standard and Indicators

Standard	F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.
Indicators	F1.1: Identify the main idea, analyze the essence, interpret, and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration. 10/4

Directions: Answer the following questions from the following excerpts.

Excerpt 1 A Devoted Son by Anita Desai (Items 1-3)

Varma was a hard-working man and had always been so; yet he could never shake off a perpetual feeling of financial insecurity and insufficiency, as if disaster were only a step behind him. His son, Rakesh, who excelled in school and later went on to win a scholarship to study in America, seemed to embody all his father's dreams and ambitions. When Rakesh returned home after completing his studies, he not only joined a prestigious hospital but also married a girl of his father's choosing, filling Varma with immense pride and relief. Over time, however, Varma's health began to decline. Rakesh, being a devoted son, took upon himself the task of overseeing his father's diet strictly, limiting his intake of sweets and fried foods, which had always been Varma's favorite.

1. What can we infer about Varma's perception of his financial situation?
 - A) He is ignorant of his true financial status.
 - B) He is extremely wealthy and secure financially.
 - C) He is comfortably wealthy but chooses to live frugally.
 - D) He struggles with the fear of impending financial doom.
2. How might Rakesh's achievements affect Varma's sense of pride?
 - A) They likely exacerbate his financial insecurities.
 - B) They fulfill Varma's unmet personal ambitions.
 - C) They make Varma feel disconnected from his cultural roots.
 - D) They cause tension between father and son due to differing values.
3. What can be inferred about Rakesh's approach to his father's health?
 - A) He is indifferent to his father's preferences.
 - B) He is lenient and flexible with dietary rules.
 - C) He is unaware of the impact of diet on health.
 - D) He prioritizes his father's health over his happiness.

Excerpt 2 A Devoted Son by Anita Desai (Items 4-6)

After many years of struggle and hard work, Varma was able to see his son, Rakesh, rise to heights he had never imagined. Rakesh's career as a doctor was flourishing, and he had become an influential figure in the community. However, as Varma grew older, his health worsened, and he became more dependent on his son. Rakesh's handling of his father's health issues became more assertive over time. He enforced dietary restrictions and medication schedules with an almost clinical detachment, often disregarding his father's complaints about the strict regime. Varma felt his independence slipping away, but he also recognized the irony of being cared for so meticulously by the son he had raised to be a top doctor. The old man found himself caught between pride and frustration, a dynamic that strained their relationship.

4. What conclusion can be drawn about Rakesh's personality based on his approach to his father's care?
 - A) He is compassionate but overly controlling.
 - B) He is professional and detached in his caregiving.
 - C) He is uncaring and indifferent to his father's feelings.
 - D) He is inexperienced and unsure of how to manage care.

5. What conclusion can be drawn about the impact of Rakesh's medical interventions on Varma's sense of self?
 - A) They enhance his sense of security.
 - B) They contribute to feelings of helplessness.
 - C) They improve his confidence in recovering health.
 - D) They have no significant impact on his emotional well-being.
6. How does Varma likely view the changes in his relationship with his son?
 - A) He is completely satisfied with Rakesh's decisions.
 - B) He appreciates the care but desires more autonomy.
 - C) He resents Rakesh and wishes for less involvement in his life.
 - D) He is indifferent to the changes as long as his health improves.

Excerpt 3 Black Beauty by Anna Sewell (Items 7-9)

As the months passed at Birtwick, Black Beauty became accustomed to the routines and the people around him. The groom, John Manly, was kind and careful with the horses, always making sure that their needs were attended to before he finished his day. One evening, Black Beauty noticed that John seemed unusually preoccupied and sad as he brushed him down. John spoke softly to the horse, "Times are changing, Beauty. Things might get harder before they get better, but we've got to bear it and keep going." The following morning, several carriages and horses were seen being moved out from the neighboring estate, and whispers of financial troubles were in the air.

7. What can we infer about John Manly's relationship with Black Beauty?
 - A) He dislikes his job and avoids the horses.
 - B) He is scared of Black Beauty but hides his fear.
 - C) He is indifferent but performs his duties adequately.
 - D) He has a close and caring relationship with the horse.
8. What can be inferred about the financial situation of the neighboring estate?
 - A) It is facing financial difficulties.
 - B) It is prospering and expanding its operations.
 - C) It is diversifying its business to include carriages.
 - D) It is stable but not planning any major investments.

9. What might John's comment about times changing suggest about the future?
- A) He is hopeful that his workload will decrease.
 - B) He fears that conditions will remain the same.
 - C) He predicts more challenges and hardships ahead.
 - D) He anticipates improvements and positive changes soon.

Excerpt 4 Black Beauty by Anna Sewell (Items 10-12)

In a quiet part of the countryside, Black Beauty spent many of his early years under the gentle care of Farmer Grey. The farmer believed that treating animals with kindness and respect was not only a moral duty but also a practical approach to getting the best work from them. He often said, "Treat them well, and they will return your kindness with loyalty and hard work." Farmer Grey was not a rich man, but he maintained a reputation for having well-kept and happy animals, which were often praised by visitors. As Black Beauty grew, he witnessed many other horses being treated harshly, but he always remembered the lessons of his early days.

10. What can we conclude about Farmer Grey's philosophy towards animal care?
- A) He treats animals well because of external pressures.
 - B) He values kindness and sees it as beneficial to productivity.
 - C) He is indifferent to animals but keeps them for appearance.
 - D) He believes that harsh treatment is necessary for discipline.
11. What conclusion can be drawn about the economic status of Farmer Grey?
- A) He is wealthy and invests heavily in his estate.
 - B) He is middle-class with a casual approach to animal care.
 - C) He is not wealthy but prioritizes the welfare of his animals.
 - D) He is financially struggling and neglects the care of his animals.
12. What might the reputation of Farmer Grey suggest about the wider community's values?
- A) They value appearance over substance.
 - B) They do not care about animal welfare.
 - C) They appreciate and respect humane treatment of animals.
 - D) They are indifferent to how animals are treated as long as they perform well.

Excerpt 5 The Last Leaf by O. Henry (Items 13-15)

In a small district west of Washington Square, the streets have gone strangely medieval with the overhanging willow trees and narrow meandering paths. Two young women, artists and friends, Sue and Johnsy, shared a studio apartment at the top of a weathered building. Johnsy had fallen seriously ill that winter, succumbing to pneumonia. She lay in her bed, facing the small window, and counted the leaves on a vine as they fell. "When the last one falls, I must go too," she said quietly to Sue. Sue, worried, looked out the window at the lone ivy leaf which had survived the night's wind and rain.

13. What can we infer about the setting of the story?
- A) It is a modern, well-kept neighborhood.
 - B) It is a bustling urban center with little greenery.
 - C) It is primarily a commercial area with few residences.
 - D) It is a quaint, possibly older part of the city with a historical feel.
14. What might Johnsy's statement about the last leaf signify about her state of mind?
- A) She is indifferent to her illness.
 - B) She is optimistic and believes in her recovery.
 - C) She has given up hope and is resigned to her fate.
 - D) She has a superstitious belief that controls her fate.
15. What can we infer about Sue's feelings towards Johnsy's situation?
- A) She is detached and unconcerned.
 - B) She is annoyed by Johnsy's pessimism.
 - C) She is deeply concerned and wants to help.
 - D) She is too busy to pay attention to Johnsy.

Excerpt 6 The Last Leaf by O. Henry (Items 16-18)

As the cold December wind whistled through the narrow streets, Sue tried to cheer up Johnsy with stories of dresses they would design and parties they would attend once spring arrived. But Johnsy, peering through the old, dust-speckled window, watched the relentless decline of ivy leaves. "Twelve leaves left now. When the last one falls, I must go, too." she murmured. Sue, deeply shaken by Johnsy's words, looked out towards the ivy-covered wall. She knew her friend was growing weaker with each leaf that fell. In a desperate hope, Sue sent for Behrman, an elderly artist who lived downstairs. Behrman was a failure in art but a staunch friend. He scoffed at Johnsy's fanciful ideas but decided to help, driven by a mysterious compulsion to aid the young artist in her fight for life.

16. What conclusion can we draw about Johnsy's outlook on her illness?
- A) She relies entirely on Sue for emotional support.
 - B) She is hopeful and believes she will recover by spring.
 - C) She is completely indifferent to her surroundings and her illness.
 - D) She views her survival as interconnected with the fate of the ivy leaves.
17. What can be concluded about Sue's actions when Johnsy becomes ill?
- A) Sue feels overwhelmed and distances herself from Johnsy.
 - B) Sue is dismissive of Johnsy's fears and does not understand her.
 - C) Sue is proactive in seeking help and supporting Johnsy emotionally.
 - D) Sue believes that Johnsy is overreacting and tells her to ignore the leaves.
18. How can Behrman's character be best described based on his reaction to Johnsy's situation?
- A) Indifferent and self-absorbed.
 - B) Detached and unhelpful.
 - C) Optimistic and unrealistic.
 - D) Cynical yet ultimately compassionate.

Excerpt 7 A Very Short Story by E. Hemingway (Items 19-21)

In the aftermath of World War I, the streets of Italy were filled with soldiers returning home, seeking solace and a sense of normalcy amidst the chaos of war. Among them were the young lovers, the American soldier and the nurse, who had found love amidst the devastation of conflict. Their romance blossomed in the cafes and streets of the small Italian town, a beacon of hope in an otherwise bleak landscape. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their lifeline, the only thread connecting them across the vast expanse of war-torn Europe. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.

19. What can be inferred about the setting of the story?
- A) The story is set in a peaceful, idyllic countryside.
 - B) The story takes place in Italy during or after World War I.
 - C) The setting is a bustling city filled with cafes and nightlife.
 - D) The story is set in a fictional world with no specific location.

20. What inference can be made about the relationship between the American soldier and the nurse?
- A) They are merely friends who share a mutual respect.
 - B) They are deeply in love and committed to each other.
 - C) They are distant acquaintances with no deep connection.
 - D) They have a tumultuous relationship filled with arguments.
21. What conclusion can be drawn about the importance of letters in the lives of the characters?
- A) Letters are used primarily for conveying practical information.
 - B) Letters are a burden, reminding the characters of their separation.
 - C) Letters are crucial for maintaining their connection and sustaining their love.
 - D) Letters serve as a means of communication but hold little emotional significance.

Excerpt 8 A Very Short Story by E. Hemingway (Items 22-24)

The war had changed everything. Once a young and carefree soldier, he returned home a broken man, haunted by memories of the battlefield. Amidst the chaos of war-torn Europe, he found solace in the arms of a compassionate nurse, their love blossoming amidst the devastation. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their lifeline, the only thread connecting them across the vast expanse of a fractured world. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.

22. What inference can be drawn about the impact of the war on the soldier?
- A) The war has had no lasting effect on him.
 - B) The war has made him stronger and more resilient.
 - C) The war has made him more carefree and adventurous.
 - D) The war has left him physically unharmed but emotionally scarred.
23. What conclusion can be drawn about the relationship between the soldier and the nurse?
- A) Their love is fleeting and superficial.
 - B) Their love is enduring and provides solace amidst turmoil.
 - C) They are merely acquaintances who find temporary comfort in each other.
 - D) They have a tumultuous relationship filled with arguments and misunderstandings.

24. What can be inferred about the importance of letters in the soldier's life?
- A) Letters are primarily used for conveying practical information.
 - B) Letters serve as a reminder of the horrors of war and are best avoided.
 - C) Letters serve as a means of communication but hold little emotional significance.
 - D) Letters are crucial for maintaining his connection with the nurse and sustaining their love.

Excerpt 9 The Black Cat by Edgar Allan Poe (Items 25-27)

“For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not—and very surely do I not dream. But to-morrow I die, and to-day I would unburden my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified—have tortured—have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but Horror—to many they will seem less terrible than baroque. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the common-place—some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.”

25. What can be inferred about the narrator's mental state?
- A) The narrator is calm and rational.
 - B) The narrator is detached and unemotional.
 - C) The narrator is overwhelmed by fear and anxiety.
 - D) The narrator is indifferent to the events being recounted.
26. What inference can be made about the events that the narrator is about to recount?
- A) They are mundane and insignificant.
 - B) They are fabricated and exaggerated for dramatic effect.
 - C) They are unrelated to the narrator's current mental state.
 - D) They are ordinary household events with horrific consequences.

27. What can be inferred about the narrator's attitude towards the reader's perception of the events?
- A) The narrator is indifferent to the reader's perception.
 - B) The narrator assumes the reader will sympathize with him.
 - C) The narrator believes the reader will find the events unbelievable.
 - D) The narrator expects the reader to believe the events without question.

Excerpt 10 The Black Cat by Edgar Allan Poe (Items 28-30)

“But my disease grew upon me — for what disease is like Alcohol! — and at length even Pluto, who was now becoming old, and consequently somewhat peevish — even Pluto began to experience the effects of my ill temper. One night, returning home, much intoxicated, from one of my haunts about town, I fancied that the cat avoided my presence. I seized him; when, in his fright at my violence, he inflicted a slight wound upon my hand with his teeth. The fury of a demon instantly possessed me. I knew myself no longer. My original soul seemed, at once, to take its flight from my body; and a more than fiendish malevolence, gin-nurtured, thrilled every fiber of my frame. I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket! I blush, I burn, I shudder, while I pen the damnable atrocity.”

28. What conclusion can be drawn about the narrator's behavior towards the cat?
- A) The narrator is indifferent to the cat's presence.
 - B) The narrator attempts to comfort the cat in its distress.
 - C) The narrator treats the cat with kindness and affection.
 - D) The narrator becomes increasingly hostile and violent towards the cat.
29. What inference can be made about the narrator's mental state during the altercation with the cat?
- A) The narrator is calm and composed.
 - B) The narrator is indifferent to their surroundings.
 - C) The narrator is overwhelmed by fear and anxiety.
 - D) The narrator is experiencing a moment of intense anger and aggression.
30. What conclusion can be drawn about the narrator's perception of their actions towards the cat?
- A) The narrator is horrified and ashamed of their actions.
 - B) The narrator regrets their actions and seeks redemption.
 - C) The narrator views their actions as justified and necessary.
 - D) The narrator is indifferent to the consequences of their actions.

Appendix H: The validation of critical thinking post-test (Experts)

Instructions:

This evaluation form is designed for the experts to evaluate the congruence of appropriateness and completeness of critical thinking test, which investigates students' making inferences and drawing conclusions from given excerpts. Pre-test and post-test questions from this critical thinking test will be randomized. Both the pre-test and post-test have 30 questions total, with 15 of them asking to make inferences and 15 asking to draw conclusions.

In the evaluation form, there are two main parts:

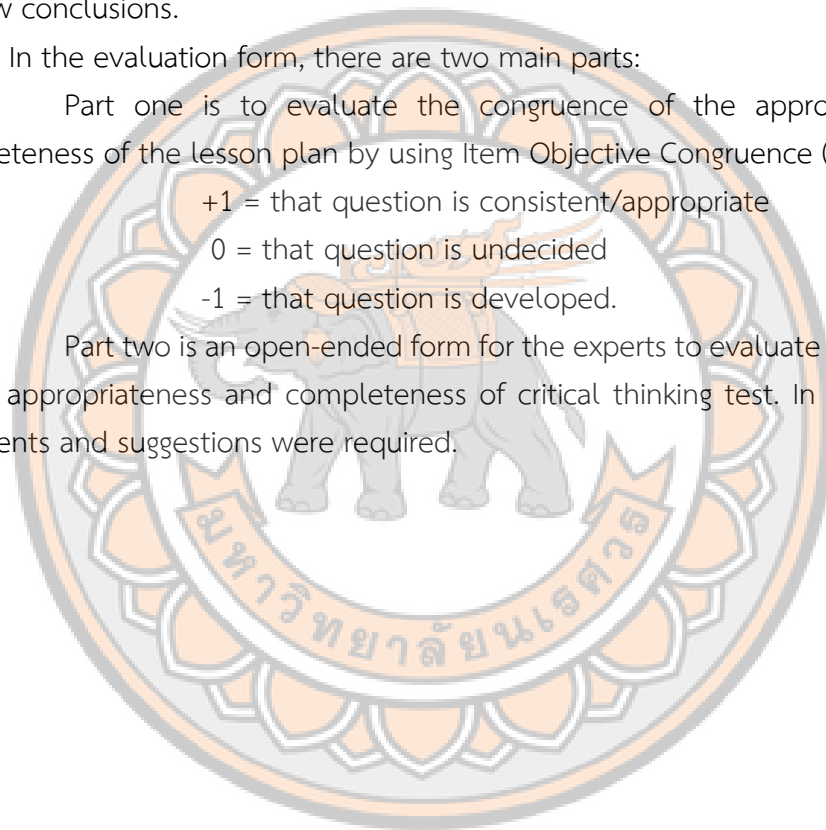
Part one is to evaluate the congruence of the appropriateness and completeness of the lesson plan by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed.

Part two is an open-ended form for the experts to evaluate the congruence of the appropriateness and completeness of critical thinking test. In part two, more comments and suggestions were required.



Part one: Please evaluate the congruence of the appropriateness and completeness of the critical thinking test by using Item Objective Congruence (IOC) criteria.

The validation of the critical thinking test is indicated in the table below:

Objective	Item	Critical Thinking Test	Evaluation			
			E1	E2	E3	IOC
Students are able to make inferences and draw conclusions from the excerpts of short stories.		<p>Excerpt 1 A Devoted Son by Anita Desai (Items 1-3)</p> <p>“Varma was a hard-working man and had always been so; yet he could never shake off a perpetual feeling of financial insecurity and insufficiency, as if disaster were only a step behind him. His son, Rakesh, who excelled in school and later went on to win a scholarship to study in America, seemed to embody all his father’s dreams and ambitions. When Rakesh returned home after completing his studies, he not only joined a prestigious hospital but also married a girl of his father’s choosing, filling Varma with immense pride and relief. Over time, however, Varma’s health began to decline. Rakesh, being a devoted son, took upon himself the task of overseeing his father’s diet strictly, limiting his intake of sweets and fried foods, which had always been Varma’s favorite.”</p>				
	1	<p>What can we infer about Varma’s perception of his financial situation?</p> <p>A) He is ignorant of his true financial status.</p>	+1	+1	+1	1.00

		<p>B) He is extremely wealthy and secure financially.</p> <p>C) He is comfortably wealthy but chooses to live frugally.</p> <p>D) He struggles with the fear of impending financial doom.</p> <p>Correct Answer: D</p> <p>Explanation: The text explicitly mentions Varma's "perpetual feeling of financial insecurity and insufficiency," indicating that despite his hard work, he constantly fears financial disaster. This suggests an underlying insecurity rather than an actual financial crisis, supporting the inference in option D.</p>				
2	<p>How might Rakesh's achievements affect Varma's sense of pride?</p> <p>A) They likely exacerbate his financial insecurities.</p> <p>B) They fulfill Varma's unmet personal ambitions.</p> <p>C) They make Varma feel disconnected from his cultural roots.</p> <p>D) They cause tension between father and son due to differing values.</p> <p>Correct Answer: B</p> <p>Explanation: Since Rakesh embodies all his father's dreams and ambitions, particularly with his academic and professional success, it is reasonable to infer that these achievements significantly boost</p>	+1	+1	+1	1.00	

		Varma's sense of pride, seeing his son accomplish what he possibly could not.				
3	<p>What can be inferred about Rakesh's approach to his father's health?</p> <p>A) He is indifferent to his father's preferences.</p> <p>B) He is lenient and flexible with dietary rules.</p> <p>C) He is unaware of the impact of diet on health.</p> <p>D) He prioritizes his father's health over his happiness.</p> <p>Correct Answer: D</p> <p>Explanation: Rakesh strictly regulates his father's diet despite these being Varma's favorite foods, which implies that he places a higher priority on his father's health than on maintaining his father's habitual eating pleasures.</p> <p>Excerpt 2 A Devoted Son by Anita Desai (Items 4-6)</p> <p>"After many years of struggle and hard work, Varma was able to see his son, Rakesh, rise to heights he had never imagined. Rakesh's career as a doctor was flourishing, and he had become an influential figure in the community. However, as Varma grew older, his health worsened, and he became more dependent on his son. Rakesh's handling of his father's health issues became more assertive over time. He</p>	+1	+1	+1	1.00	

	enforced dietary restrictions and medication schedules with an almost clinical detachment, often disregarding his father's complaints about the strict regime. Varma felt his independence slipping away, but he also recognized the irony of being cared for so meticulously by the son he had raised to be a top doctor. The old man found himself caught between pride and frustration, a dynamic that strained their relationship."				
4	<p>What conclusion can be drawn about Rakesh's personality based on his approach to his father's care?</p> <p>A) He is compassionate but overly controlling.</p> <p>B) He is professional and detached in his caregiving.</p> <p>C) He is uncaring and indifferent to his father's feelings.</p> <p>D) He is inexperienced and unsure of how to manage care.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>Rakesh's approach to his father's care, described as having "almost clinical detachment," suggests that he treats his father more like a patient than a family member, indicating a professional but emotionally detached manner rather than genuine indifference or a lack of compassion.</p>	+1	+1	+1	1.00

	5	<p>What conclusion can be drawn about the impact of Rakesh’s medical interventions on Varma’s sense of self?</p> <p>A) They enhance his sense of security.</p> <p>B) They contribute to feelings of helplessness.</p> <p>C) They improve his confidence in recovering health.</p> <p>D) They have no significant impact on his emotional well-being.</p> <p>Correct Answer: B</p> <p>Explanation: The excerpt indicates that Varma felt his independence “slipping away” due to Rakesh’s strict health regime, suggesting that these interventions led to feelings of helplessness and frustration, rather than improving his emotional or psychological well-being.</p>	+1	+1	+1	1.00
	6	<p>How does Varma likely view the changes in his relationship with his son?</p> <p>A) He is completely satisfied with Rakesh’s decisions.</p> <p>B) He appreciates the care but desires more autonomy.</p> <p>C) He resents Rakesh and wishes for less involvement in his life.</p> <p>D) He is indifferent to the changes as long as his health improves.</p> <p>Correct Answer: B</p>	+1	+1	0	0.67

		<p>Explanation: Varma’s recognition of the irony in being cared for by his son, coupled with his frustration, likely indicates that while he appreciates the care, he also desires more independence and autonomy, pointing to mixed feelings about the evolving dynamics of their relationship.</p> <p>Excerpt 3 Black Beauty by Anna Sewell (Items 7-9)</p> <p>“As the months passed at Birtwick, Black Beauty became accustomed to the routines and the people around him. The groom, John Manly, was kind and careful with the horses, always making sure that their needs were attended to before he finished his day. One evening, Black Beauty noticed that John seemed unusually preoccupied and sad as he brushed him down. John spoke softly to the horse, “Times are changing, Beauty. Things might get harder before they get better, but we’ve got to bear it and keep going.” The following morning, several carriages and horses were seen being moved out from the neighboring estate, and whispers of financial troubles were in the air.”</p>				
	7	<p>What can we infer about John Manly’s relationship with Black Beauty?</p> <p>A) He dislikes his job and avoids the horses.</p>	+1	+1	+1	1.00

		<p>B) He is scared of Black Beauty but hides his fear.</p> <p>C) He is indifferent but performs his duties adequately.</p> <p>D) He has a close and caring relationship with the horse.</p> <p>Correct Answer: D</p> <p>Explanation: John Manly's actions of speaking softly to Black Beauty and ensuring the horses' needs are met indicate a caring and attentive relationship, suggesting a close bond between them.</p>				
8	<p>What can be inferred about the financial situation of the neighboring estate?</p> <p>A) It is facing financial difficulties.</p> <p>B) It is prospering and expanding its operations.</p> <p>C) It is diversifying its business to include carriages.</p> <p>D) It is stable but not planning any major investments.</p> <p>Correct Answer: A</p> <p>Explanation: The movement of carriages and horses out from the neighboring estate coupled with whispers of financial troubles strongly implies that the estate is experiencing financial difficulties.</p>	+1	+1	+1	1.00	

	9	<p>What might John’s comment about times changing suggest about the future?</p> <p>A) He is hopeful that his workload will decrease.</p> <p>B) He fears that conditions will remain the same.</p> <p>C) He predicts more challenges and hardships ahead.</p> <p>D) He anticipates improvements and positive changes soon.</p> <p>Correct Answer: C</p> <p>Explanation: John’s remark that “things might get harder before they get better” suggests an expectation of upcoming challenges and difficulties, indicating a potentially tough period ahead.</p> <p>Excerpt 4 Black Beauty by Anna Sewell (Items 10-12)</p> <p>“In a quiet part of the countryside, Black Beauty spent many of his early years under the gentle care of Farmer Grey. The farmer believed that treating animals with kindness and respect was not only a moral duty but also a practical approach to getting the best work from them. He often said, “Treat them well, and they will return your kindness with loyalty and hard work.” Farmer Grey was not a rich man, but he maintained a reputation for having well-kept and happy animals, which were often praised by visitors. As Black Beauty grew, he witnessed many other horses</p>	+1	+1	+1	1.00
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		being treated harshly, but he always remembered the lessons of his early days.”				
10	<p>What can we conclude about Farmer Grey’s philosophy towards animal care?</p> <p>A) He treats animals well because of external pressures.</p> <p>B) He values kindness and sees it as beneficial to productivity.</p> <p>C) He is indifferent to animals but keeps them for appearance.</p> <p>D) He believes that harsh treatment is necessary for discipline.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The text clearly states that Farmer Grey saw kindness and respect as not just moral duties but practical for obtaining the best work from animals, indicating that he values humane treatment as beneficial to productivity.</p>	+1	+1	+1	1.00	
11	<p>What conclusion can be drawn about the economic status of Farmer Grey?</p> <p>A) He is wealthy and invests heavily in his estate.</p> <p>B) He is middle-class with a casual approach to animal care.</p> <p>C) He is not wealthy but prioritizes the welfare of his animals.</p> <p>D) He is financially struggling and neglects the care of his animals.</p>	+1	+1	+1	1.00	

		<p>Correct Answer: C</p> <p>Explanation:</p> <p>The excerpt mentions that Farmer Grey was not rich, but he maintained well-kept and happy animals, which implies he prioritizes their welfare despite not being wealthy.</p>				
12	<p>What might the reputation of Farmer Grey suggest about the wider community's values?</p> <p>A) They value appearance over substance.</p> <p>B) They do not care about animal welfare.</p> <p>C) They appreciate and respect humane treatment of animals.</p> <p>D) They are indifferent to how animals are treated as long as they perform well.</p> <p>Correct Answer: C</p> <p>Explanation:</p> <p>Given that visitors often praised the condition of Farmer Grey's animals, it can be inferred that the community appreciates and respects his humane treatment of animals, suggesting a shared value of kindness towards animals.</p> <p>Excerpt 5 The Last Leaf by O. Henry (Items 13-15)</p> <p>"In a small district west of Washington Square, the streets have gone strangely medieval with the overhanging willow trees and narrow meandering paths.</p>	+1	+1	+1	1.00	

		Two young women, artists and friends, Sue and Johnsy, shared a studio apartment at the top of a weathered building. Johnsy had fallen seriously ill that winter, succumbing to pneumonia. She lay in her bed, facing the small window, and counted the leaves on a vine as they fell. “When the last one falls, I must go too,” she said quietly to Sue. Sue, worried, looked out the window at the lone ivy leaf which had survived the night’s wind and rain.”				
13	What can we infer about the setting of the story?	<p>A) It is a modern, well-kept neighborhood.</p> <p>B) It is a bustling urban center with little greenery.</p> <p>C) It is primarily a commercial area with few residences.</p> <p>D) It is a quaint, possibly older part of the city with a historical feel.</p> <p>Correct Answer: D</p> <p>Explanation: The description of the streets as “strangely medieval” with overhanging willow trees and narrow paths suggests a quaint, possibly older or historical part of the city.</p>	+1	+1	+1	1.00
14	What might Johnsy’s statement about the last leaf signify about her state of mind?		0	+1	+1	0.67

		<p>A) She is indifferent to her illness.</p> <p>B) She is optimistic and believes in her recovery.</p> <p>C) She has given up hope and is resigned to her fate.</p> <p>D) She has a superstitious belief that controls her fate.</p> <p>Correct Answer: C</p> <p>Explanation: Johnsy's fixation on the falling leaves as a countdown to her own demise suggests a resignation to her fate, indicative of a loss of hope.</p>				
15	<p>What can we infer about Sue's feelings towards Johnsy's situation?</p> <p>A) She is detached and unconcerned.</p> <p>B) She is annoyed by Johnsy's pessimism.</p> <p>C) She is deeply concerned and wants to help.</p> <p>D) She is too busy to pay attention to Johnsy.</p> <p>Correct Answer: C</p> <p>Explanation: Sue's observation of the lone ivy leaf and her concern for Johnsy indicate her deep worry and her desire to support her friend during this difficult time.</p> <p>Excerpt 6 The Last Leaf by O. Henry (Items 16-18)</p> <p>"As the cold December wind whistled through the narrow streets, Sue tried to</p>	+1	+1	+1	1.00	

	<p>cheer up Johnsy with stories of dresses they would design and parties they would attend once spring arrived. But Johnsy, peering through the old, dust-speckled window, watched the relentless decline of ivy leaves. “Twelve leaves left now. When the last one falls I must go, too.” she murmured. Sue, deeply shaken by Johnsy’s words, looked out towards the ivy-covered wall. She knew her friend was growing weaker with each leaf that fell. In a desperate hope, Sue sent for Behrman, an elderly artist who lived downstairs. Behrman was a failure in art but a staunch friend. He scoffed at Johnsy’s fanciful ideas but decided to help, driven by a mysterious compulsion to aid the young artist in her fight for life.”</p>				
16	<p>What conclusion can we draw about Johnsy’s outlook on her illness?</p> <p>A) She relies entirely on Sue for emotional support.</p> <p>B) She is hopeful and believes she will recover by spring.</p> <p>C) She is completely indifferent to her surroundings and her illness.</p> <p>D) She views her survival as interconnected with the fate of the ivy leaves.</p> <p>Correct Answer: D</p> <p>Explanation: Johnsy’s focus on the falling leaves as an omen of her own demise suggests</p>	+1	+1	+1	1.00

		she sees a direct link between her survival and the ivy leaves, indicating a symbolic connection in her mind.				
17	What can be concluded about Sue's actions when Johnsy becomes ill? A) Sue feels overwhelmed and distances herself from Johnsy. B) Sue is dismissive of Johnsy's fears and does not understand her. C) Sue is proactive in seeking help and supporting Johnsy emotionally. D) Sue believes that Johnsy is overreacting and tells her to ignore the leaves. Correct Answer: C Explanation: Sue's efforts to cheer up Johnsy and her decision to bring Behrman to help demonstrate her proactive and supportive approach to her friend's illness.	+1	+1	+1	1.00	
18	How can Behrman's character be best described based on his reaction to Johnsy's situation? A) Indifferent and self-absorbed. B) Detached and unhelpful. C) Optimistic and unrealistic. D) Cynical yet ultimately compassionate. Correct Answer: D	0	+1	+1	0.67	

		<p>Explanation:</p> <p>Although Behrman initially scoffs at Johnsy’s belief, his decision to help reflects a deep-seated compassion, suggesting a complex character who is cynical on the surface but caring underneath.</p> <p>Excerpt 7 A Very Short Story by E. Hemingway (Items 19-21)</p> <p>“In the aftermath of World War I, the streets of Italy were filled with soldiers returning home, seeking solace and a sense of normalcy amidst the chaos of war. Among them were the young lovers, the American soldier and the nurse, who had found love amidst the devastation of conflict. Their romance blossomed in the cafes and streets of the small Italian town, a beacon of hope in an otherwise bleak landscape. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their lifeline, the only thread connecting them across the vast expanse of war-torn Europe. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.”</p>				
19	<p>What can be inferred about the setting of the story?</p> <p>A) The story is set in a peaceful, idyllic countryside.</p> <p>B) The story takes place in Italy during or after World War I.</p>	+1	+1	+1	1.00	

		<p>C) The setting is a bustling city filled with cafes and nightlife.</p> <p>D) The story is set in a fictional world with no specific location.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The mention of soldiers returning home in the aftermath of World War I and the cafes and streets of a small Italian town indicate that the story is set in Italy during or after the war.</p>				
20	<p>What inference can be made about the relationship between the American soldier and the nurse?</p> <p>A) They are merely friends who share a mutual respect.</p> <p>B) They are deeply in love and committed to each other.</p> <p>C) They are distant acquaintances with no deep connection.</p> <p>D) They have a tumultuous relationship filled with arguments.</p> <p>Correct Answer: B</p> <p>Explanation:</p> <p>The description of their romance blossoming amidst the chaos of war and their love burning bright despite the harsh realities of separation suggests that they are deeply in love and committed to each other.</p>	+1	+1	+1	1.00	

	21	<p>What conclusion can be drawn about the importance of letters in the lives of the characters?</p> <p>A) Letters are used primarily for conveying practical information.</p> <p>B) Letters are a burden, reminding the characters of their separation.</p> <p>C) Letters are crucial for maintaining their connection and sustaining their love.</p> <p>D) Letters serve as a means of communication but hold little emotional significance.</p> <p>Correct Answer: C</p> <p>Explanation: The mention of letters being their lifeline and the only thread connecting them across the vast expanse of war-torn Europe suggests that letters are crucial for maintaining their connection and sustaining their love.</p> <p>Excerpt 8 A Very Short Story by E. Hemingway (Items 22-24)</p> <p>“The war had changed everything. Once a young and carefree soldier, he returned home a broken man, haunted by memories of the battlefield. Amidst the chaos of war-torn Europe, he found solace in the arms of a compassionate nurse, their love blossoming amidst the devastation. But as the war drew to a close, the harsh realities of separation loomed large. Letters became their</p>	+1	+1	+1	1.00
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		lifeline, the only thread connecting them across the vast expanse of a fractured world. And yet, even in the darkest of times, their love burned bright, a flame that refused to be extinguished by the brutality of war.”				
22	What inference can be drawn about the impact of the war on the soldier?	<p>A) The war has had no lasting effect on him.</p> <p>B) The war has made him stronger and more resilient.</p> <p>C) The war has made him more carefree and adventurous.</p> <p>D) The war has left him physically unharmed but emotionally scarred.</p> <p>Correct Answer: D</p> <p>Explanation: The description of the soldier as returning home a broken man, haunted by memories of the battlefield, suggests that the war has left him emotionally scarred, even though he might not have been physically injured.</p>	+1	+1	+1	1.00
23	What conclusion can be drawn about the relationship between the soldier and the nurse?	<p>A) Their love is fleeting and superficial.</p> <p>B) Their love is enduring and provides solace amidst turmoil.</p> <p>C) They are merely acquaintances who find</p>	+1	+1	+1	1.00

		<p>temporary comfort in each other.</p> <p>D) They have a tumultuous relationship filled with arguments and misunderstandings.</p> <p>Correct Answer: B</p> <p>Explanation: The description of their love blossoming amidst the devastation of war and their love burning bright even in the darkest of times suggests that their love is enduring and provides solace amidst turmoil.</p>				
24	<p>What can be inferred about the importance of letters in the soldier's life?</p> <p>A) Letters are primarily used for conveying practical information.</p> <p>B) Letters serve as a reminder of the horrors of war and are best avoided.</p> <p>C) Letters serve as a means of communication but hold little emotional significance.</p> <p>D) Letters are crucial for maintaining his connection with the nurse and sustaining their love.</p> <p>Correct Answer: D</p> <p>Explanation: The mention of letters becoming their lifeline and the only thread connecting them suggests that letters are crucial for maintaining the soldier's connection</p>	+1	+1	+1	1.00	

		<p>with the nurse and sustaining their love amidst the challenges of war.</p> <p>Excerpt 9 The Black Cat by Edgar Allan Poe (Items 25-27)</p> <p>“For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not—and very surely do I not dream. But to-morrow I die, and to-day I would unburden my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified—have tortured—have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but Horror—to many they will seem less terrible than baroque. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the commonplace—some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.”</p>			
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	25	<p>What can be inferred about the narrator's mental state?</p> <p>A) The narrator is calm and rational.</p> <p>B) The narrator is detached and unemotional.</p> <p>C) The narrator is overwhelmed by fear and anxiety.</p> <p>D) The narrator is indifferent to the events being recounted.</p> <p>Correct Answer: C</p> <p>Explanation:</p> <p>The use of words like "mad" and "terrified," along with the declaration that the narrator is about to die, suggests that the narrator is overwhelmed by fear and anxiety.</p>	+1	+1	+1	1.00
	26	<p>What inference can be made about the events that the narrator is about to recount?</p> <p>A) They are mundane and insignificant.</p> <p>B) They are fabricated and exaggerated for dramatic effect.</p> <p>C) They are unrelated to the narrator's current mental state.</p> <p>D) They are ordinary household events with horrific consequences.</p> <p>Correct Answer: D</p> <p>Explanation:</p> <p>The narrator mentions that the events have terrified, tortured, and destroyed him, suggesting that they are ordinary</p>	0	+1	+1	0.67

		household events with horrific consequences.				
27	What can be inferred about the narrator's attitude towards the reader's perception of the events? A) The narrator is indifferent to the reader's perception. B) The narrator assumes the reader will sympathize with him. C) The narrator believes the reader will find the events unbelievable. D) The narrator expects the reader to believe the events without question. Correct Answer: C Explanation: The narrator mentions that he neither expects nor solicits belief and acknowledges that the events may seem less terrible than he perceives them to be, suggesting that he believes the reader will find the events unbelievable.	+1	+1	+1	1.00	
	Excerpt 10 The Black Cat by Edgar Allan Poe (Items 28-30) "But my disease grew upon me — for what disease is like Alcohol! — and at length even Pluto, who was now becoming old, and consequently somewhat peevish — even Pluto began to experience the effects of my ill temper. One night, returning home,					

	<p>much intoxicated, from one of my haunts about town, I fancied that the cat avoided my presence. I seized him; when, in his fright at my violence, he inflicted a slight wound upon my hand with his teeth. The fury of a demon instantly possessed me. I knew myself no longer. My original soul seemed, at once, to take its flight from my body; and a more than fiendish malevolence, gin-nurtured, thrilled every fiber of my frame. I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket! I blush, I burn, I shudder, while I pen the damnable atrocity.”</p>				
28	<p>What conclusion can be drawn about the narrator’s behavior towards the cat?</p> <p>A) The narrator is indifferent to the cat’s presence. B) The narrator attempts to comfort the cat in its distress. C) The narrator treats the cat with kindness and affection. D) The narrator becomes increasingly hostile and violent towards the cat.</p> <p>Correct Answer: D Explanation: The narrator’s actions of seizing the cat, inflicting harm upon it in a fit of rage, and ultimately mutilating it</p>	+1	+1	+1	1.00

		demonstrate a progression towards hostility and violence.				
29	What inference can be made about the narrator's mental state during the altercation with the cat? A) The narrator is calm and composed. B) The narrator is indifferent to their surroundings. C) The narrator is overwhelmed by fear and anxiety. D) The narrator is experiencing a moment of intense anger and aggression. Correct Answer: D Explanation: The narrator's description of being possessed by the fury of a demon and experiencing a more than fiendish malevolence suggests a moment of intense anger and aggression.	+1	+1	+1	1.00	
30	What conclusion can be drawn about the narrator's perception of their actions towards the cat? A) The narrator is horrified and ashamed of their actions. B) The narrator regrets their actions and seeks redemption. C) The narrator views their actions as justified and necessary. D) The narrator is indifferent to the consequences of their actions.	+1	+1	+1	1.00	

	<p>Correct Answer: A</p> <p>Explanation:</p> <p>The narrator’s admission that they blush, burn, and shudder while penning the damnable atrocity suggests a sense of horror and shame towards their actions.</p>				
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Part two: Please give comments and recommendations for the level of congruence of the appropriateness and completeness of the critical thinking test.

E1 :

E2 :

E3 :



Appendix I: Critical thinking pretest and posttest rubric

This rubric evaluates the ability of critical thinking skills after the students took the critical thinking pretest and posttest.

Criteria	Points	Evaluated Items
Level 1: Basic Understanding	0-10	Making Inferences: Makes basic inferences based on explicit information in the text.
		Drawing Conclusions: Draws simple conclusions directly supported by the text without deeper analysis.
Level 2: Developing Skills	11-20	Making Inferences: Makes inferences based on implicit information in the text but may struggle with more complex situations.
		Drawing Conclusions: Draws conclusions that require some analysis of the text beyond surface-level understanding but may not fully consider alternative interpretations.
Level 3: Proficient	21-27	Making Inferences: Makes accurate inferences based on both explicit and implicit information in the text, demonstrating a good understanding of context and subtext.
		Drawing Conclusions: Draws well-supported conclusions that consider multiple perspectives and evidence within the text, demonstrating critical thinking skills.
Level 4: Advanced	28-30	Making Inferences: Makes nuanced and sophisticated inferences that go beyond the obvious meaning of the text, considering complex relationships and implications.
		Drawing Conclusions: Draws insightful conclusions that show a deep understanding of the text, its underlying themes, and the author's perspective, demonstrating exceptional critical thinking skills.

Appendix J: The validation of critical thinking pretest and posttest rubric

(Experts)

Instructions:

This evaluation form is designed for the experts to evaluate the congruence of appropriateness and completeness of the critical thinking pretest and posttest rubric used to evaluate the level of students' critical thinking skills on the pre-test and post-test.

In the evaluation form, there are two main parts:

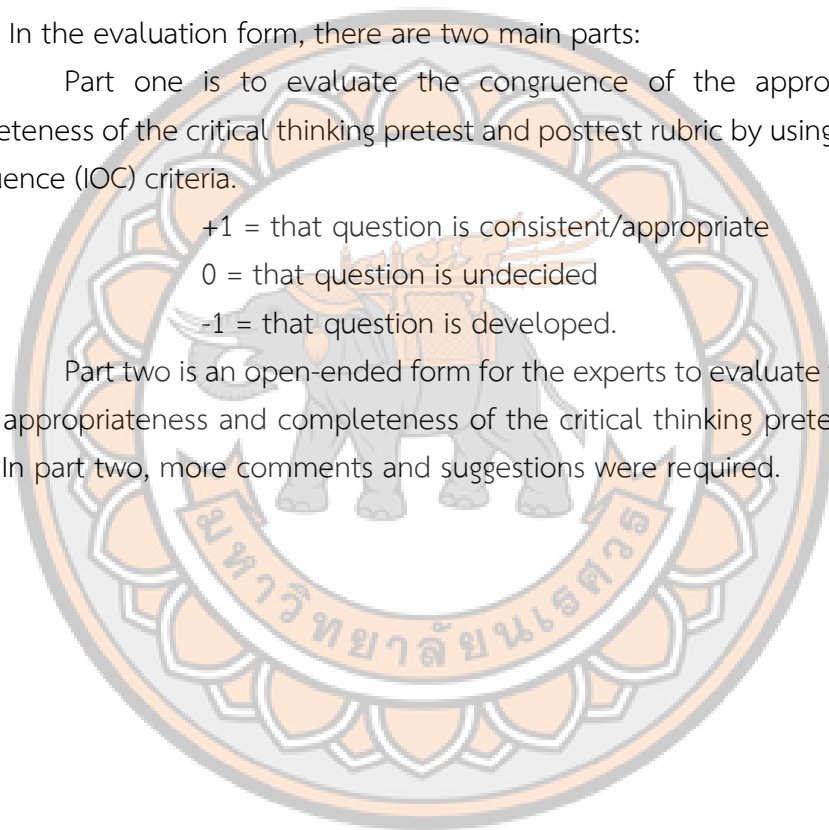
Part one is to evaluate the congruence of the appropriateness and completeness of the critical thinking pretest and posttest rubric by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed.

Part two is an open-ended form for the experts to evaluate the congruence of the appropriateness and completeness of the critical thinking pretest and posttest rubric. In part two, more comments and suggestions were required.



Part one: Please evaluate the congruence of the appropriateness and completeness of the critical thinking test rubric by using Item Objective Congruence (IOC) criteria.

The validation of the critical thinking test rubric is indicated in the table below:

Criteria	Points	Evaluated Items	Evaluation			
			E1	E2	E3	IOC
Level 1: Basic Understanding	0-10	Making Inferences: Makes basic inferences based on explicit information in the text.	+1	+1	+1	1.00
		Drawing Conclusions: Draws simple conclusions directly supported by the text without deeper analysis.	+1	+1	+1	1.00
Level 2: Developing Skills	11-20	Making Inferences: Makes inferences based on implicit information in the text but may struggle with more complex situations.	+1	+1	+1	1.00
		Drawing Conclusions: Draws conclusions that require some analysis of the text beyond surface-level understanding but may not fully consider alternative interpretations.	+1	+1	+1	1.00
Level 3: Proficient	21-27	Making Inferences: Makes accurate inferences based on both explicit and implicit information in the text, demonstrating a good understanding of context and subtext.	+1	+1	+1	1.00
		Drawing Conclusions: Draws well-supported conclusions that consider multiple perspectives and evidence within the text, demonstrating critical thinking skills.	+1	+1	+1	1.00

Level 4: Advanced	28-30	Making Inferences: Makes nuanced and sophisticated inferences that go beyond the obvious meaning of the text, considering complex relationships and implications.	+1	+1	+1	1.00
		Drawing Conclusions: Draws insightful conclusions that show a deep understanding of the text, its underlying themes, and the author's perspective, demonstrating exceptional critical thinking skills.	+1	+1	+1	1.00

Part two: Please give comments and recommendations for the level of congruence of the appropriateness and completeness of the critical thinking test rubric in *Using Thinking-based learning and Short Stories to Improve Grade 10 Students' Critical Thinking Skills at Sukhothaiwittayakom School, Sukhothai*.

E1 :

E2 :

E3 :

Appendix J: The Student Satisfaction Questionnaire

Student Satisfaction Questionnaire: Using Thinking-based learning and Short Stories to Improve Grade-10 Students' Critical Reading Skills

Please rate the level of agreement of your satisfaction toward Thinking-based learning using short stories to improve critical reading skills by check (✓) in the most appropriate answer or writing your response in the space provided.

INSTRUCTIONS: 5 = Very satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, 1 = Very dissatisfied

Part 1: Rating students' satisfaction

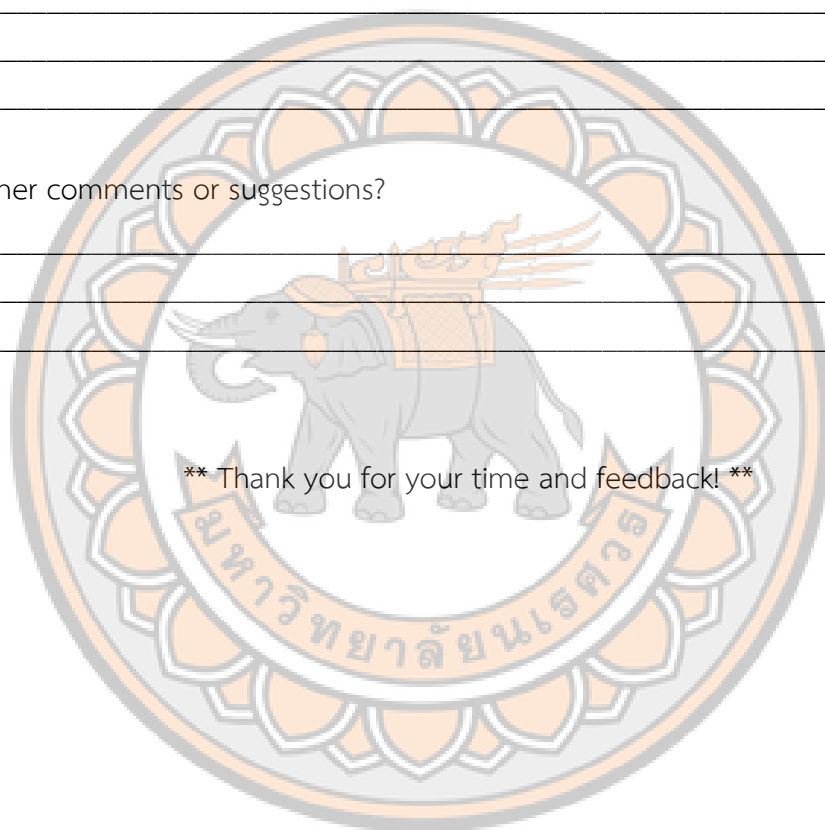
Questions	Rating Scale				
	5	4	3	2	1
Section 1: Satisfaction with the Lesson Content					
1. The lesson content was clear and easy to understand.					
2. The lesson content was relevant to my learning needs.					
3. The content helped me develop my critical reading skills.					
Section 2: Satisfaction with the Learning Activities					
4. The learning activities were engaging and interesting.					
5. The activities helped me understand the lesson better.					
6. The learning activities encouraged me to think critically.					
Section 3: Satisfaction with Teacher Support					
7. The teacher provided clear explanations throughout the lesson.					
8. The teacher was supportive and responsive to questions.					
9. The teacher gave helpful feedback on my work.					
Section 4: Satisfaction with Group Work and Peer Interaction					
10. Group work was effective in helping me understand the material.					
11. I was able to collaborate well with my peers.					
12. Peer discussions were valuable in enhancing my learning experience.					
Section 5: Overall Satisfaction with the Learning Experience					
13. Overall, I am satisfied with the lessons.					
14. The lessons improved my critical reading skills.					
15. I would recommend this learning experience to others.					

Part 2: Comment section

What did you like most about the Thinking-based learning activities using short stories?

What improvements would you suggest for these activities?

Any other comments or suggestions?



** Thank you for your time and feedback! **

Appendix K: The validation of the student satisfaction questionnaire (Experts)

Instructions:

This evaluation form is designed for the experts to evaluate the congruence of appropriateness and completeness of students' satisfaction questionnaire toward using thinking-based learning and short stories to improve grade 10 students' critical thinking skills.

In the evaluation form, there are two main parts:

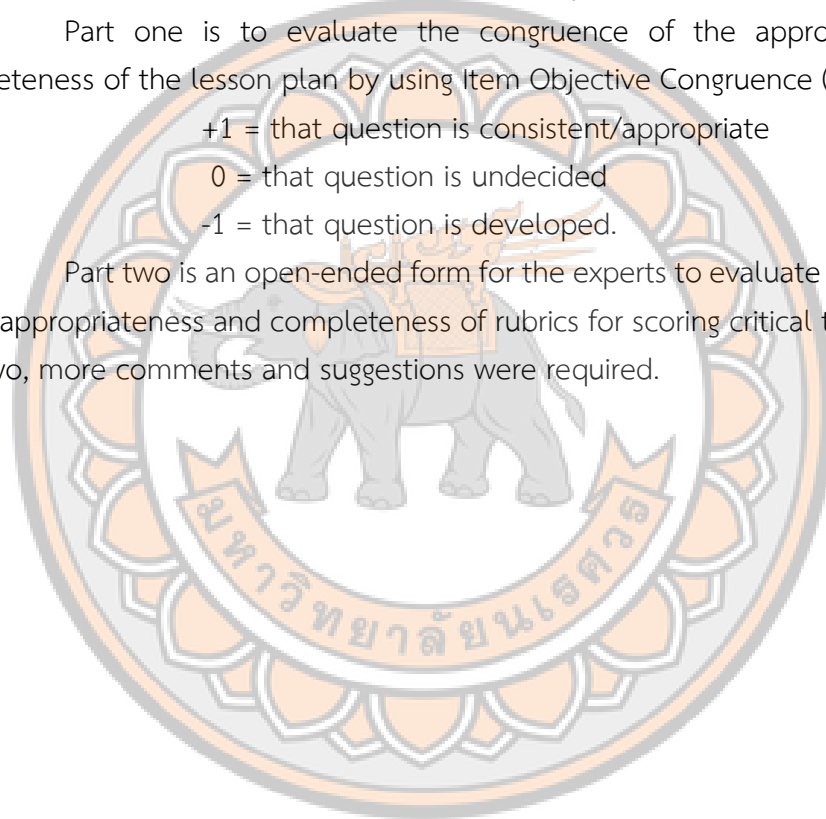
Part one is to evaluate the congruence of the appropriateness and completeness of the lesson plan by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed.

Part two is an open-ended form for the experts to evaluate the congruence of the appropriateness and completeness of rubrics for scoring critical thinking skills. In part two, more comments and suggestions were required.



Part one: Please evaluate the congruence of the appropriateness and completeness of students' satisfaction questionnaire by using Item Objective Congruence (IOC) criteria.

The validation of students' satisfaction questionnaire is indicated in the table below:

Items	Evaluation			
	E1	E2	E3	IOC
Section 1: Satisfaction with the Lesson Content				
1. The lesson content was clear and easy to understand.	+1	+1	+1	1.00
2. The lesson content was relevant to my learning needs.	+1	+1	+1	1.00
3. The content helped me develop my critical reading skills.	+1	+1	+1	1.00
Section 2: Satisfaction with the Learning Activities				
4. The learning activities were engaging and interesting.	+1	+1	+1	1.00
5. The activities helped me understand the lesson better.	+1	+1	+1	1.00
6. The learning activities encouraged me to think critically.	+1	+1	+1	1.00
Section 3: Satisfaction with Teacher Support				
7. The teacher provided clear explanations throughout the lesson.	+1	+1	+1	1.00
8. The teacher was supportive and responsive to questions.	+1	+1	+1	1.00
9. The teacher gave helpful feedback on my work.	+1	+1	+1	1.00
Section 4: Satisfaction with Group Work and Peer Interaction				
10. Group work was effective in helping me understand the material.	+1	+1	+1	1.00
11. I was able to collaborate well with my peers.	+1	+1	+1	1.00
12. Peer discussions were valuable in enhancing my learning experience.	+1	+1	+1	1.00
Section 5: Overall Satisfaction with the Learning Experience				
13. Overall, I am satisfied with the lessons.	+1	+1	+1	1.00
14. The lessons improved my critical reading skills.	+1	+1	+1	1.00
15. I would recommend this learning experience to others.	+1	+1	+1	1.00

Part two: Please give comments and recommendations for the level of congruence of the appropriateness and completeness of students' satisfaction questionnaire from *Using Thinking-based learning and Short Stories to Improve Grade 10 Students' Critical Thinking Skills at Sukhothaiwittayakom School, Sukhothai.*

Expert 1: *“Using short stories in Thinking-based learning activities is a powerful tool for developing critical thinking skills. It encourages students to analyze complex narratives, interpret subtle nuances, and make connections between literature and real-life contexts.”*

Expert 2: *“Integrating short stories into Thinking-based learning activities provides an excellent opportunity for students to practice higher-order thinking skills.”*

Expert 3: *“While Thinking-based learning with short stories can be beneficial, it's important to ensure that the activities are structured to promote meaningful inquiry.”*

From the expert comments above, it can be concluded that Thinking-based learning and short stories are effective approaches to improving critical thinking skills. It enables students to examine complicated narratives, comprehend subtle nuances, and draw connections between literature and real-world situations. Integrating short stories allows students to exercise higher-order thinking abilities, such as evaluating data, formulating arguments, and developing their own interpretations. However, experts warn that in order to reap these benefits, activities must be properly planned to encourage genuine inquiry and ensure that students interact thoroughly and critically with the subject.

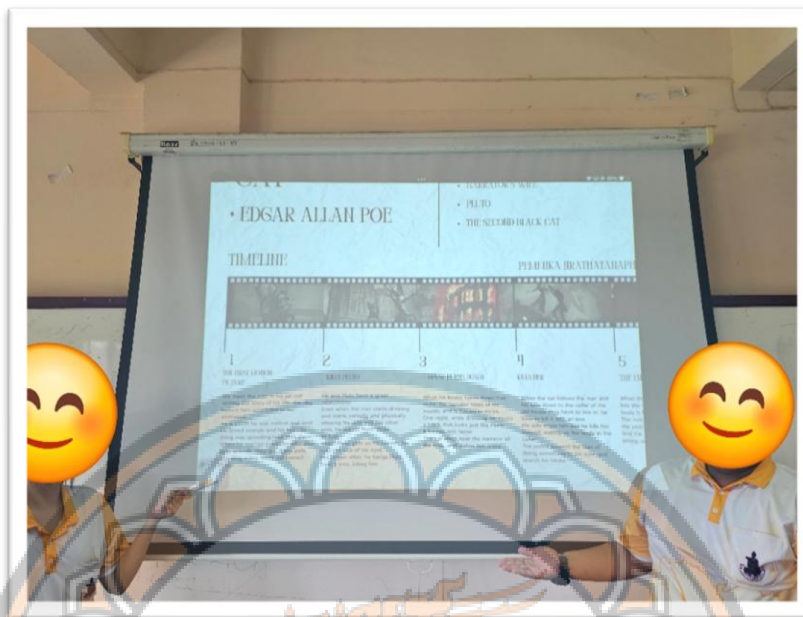
Appendix L: Instruction



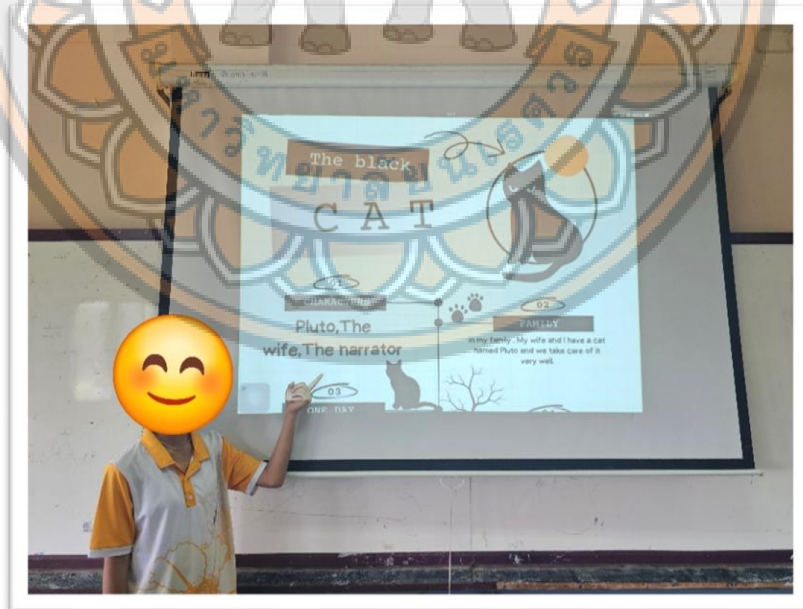
The students were learning about a short story and doing the worksheet.



The students were working in groups to create a timeline of a short story.



The students were presenting the timeline they have created.



A student was presenting the timeline they have created.