JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 3 No. 6, pp. 94-100, June 2025

Storytelling in English with Filipino Translation and Students' Critical Thinking Skills

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Date received: March 26, 2025
Date revised: April 18, 2025
Date accepted: May 11, 2025

Originality: 95%
Grammarly Score: 99%
Similarity: 5%

Recommended citation:
Olino, M., & Ambayon, C. (2025). Storytelling in English with Filipino translation and students' critical thinking skills. *Journal of Interdisciplinary Perspectives*, 3(6), 94–100. https://doi.org/10.69569/jip.2025.196

Abstract. Critical thinking development is essential for academic and practical success yet remains a significant challenge globally and in the Philippines. The 2022 PISA results showed this problem as the Philippines placed 77th out of 81 participating countries when Filipino students received scores significantly lower than the OECD average in reading comprehension. While storytelling with translation has been proposed as a potential method to enhance critical thinking skills, limited research examines their combined effectiveness in the Philippine educational context. This study investigated the impact of English storytelling with Filipino translation on the critical thinking abilities of grade 11 students at Esperanza National High School. A true experimental design divided 90 grade 11 Humanities and Social Sciences students into control and experimental groups. Both groups completed pretests and posttests measuring critical thinking skills across five indicators: analysis, inference, evaluation, induction, and deduction. The experimental group participated in English storytelling sessions accompanied by Filipino translation, while the control group engaged in storytelling without translation. Results demonstrated that although both groups significantly improved critical thinking skills, the experimental group exhibited substantially more significant gains, with most metrics reaching "strong" status. The results show that using Filipino translation as a teaching tool effectively improves critical thinking skills when teaching through English storytelling. Teachers may integrate storytelling with translation techniques to enhance students' critical thinking skills. Future researchers may investigate this method's extended impact and use in various educational environments.

Keywords: Critical thinking; English with Filipino translation; Storytelling.

1.0 Introduction

Developing students' critical thinking skills is a pressing challenge in education globally and in the Philippines. Critical thinking enables students to analyze information while evaluating it and synthesizing results to reach logical decisions, thus supporting academic success and continuous learning (Nelson, 2023). Wati et al. (2023) observed that numerous students face difficulties developing and using critical thinking skills properly, leading to poor educational outcomes.

According to the 2022 Programme for International Student Assessment (PISA), the Philippines ranked 77th out of 81 countries, and Filipino students scored far below the OECD average in reading comprehension. This underperformance shows that students have problems understanding, analyzing, and evaluating texts, which are the core components of critical thinking (OECD, 2023). Students cannot understand texts and cannot analyze and evaluate information well.

Additionally, Shovkova (2019) suggests innovative teaching strategies, such as storytelling and translation, can foster critical thinking. Metacognitive activities like storytelling and translation discussions can help students to reflect and think critically about what they read. Furthermore, there is evidence that strong critical thinking skills benefit academic achievement, especially in language learning and translation tasks (Carter et al., 2023).

Despite this, few studies have systematically examined the combined effects of storytelling and translation on developing critical thinking skills, especially in the context of Filipino learners who face challenges with English texts. This gap is particularly relevant given the persistent difficulties in reading comprehension and critical analysis reported in local schools, such as Esperanza National High School, where many students struggle to understand and reflect on their reading stories. Thus, the researcher is motivated to conduct this study to determine if storytelling in English with Filipino translation can help Esperanza National High School students think critically and improve their critical thinking skills.

2.0 Methodology

2.1 Research Design

The study used a true experimental design, a strong scientific approach that involves manipulating independent variables, using random participant assignment, and controlling confounding variables to establish cause-effect relationships (Creswell & Creswell, 2017; Seçkin & Orcher, 2025). The research adopted this method to assess the impact of English storytelling with Filipino translation on students' critical thinking skills. The research study divided students into two groups through random selection for experimental or control groups. The randomization procedure reduces possible biases so that observed results change from the intervention while excluding initial group variations (Creswell & Creswell, 2017). 90 grade 11 Humanities and Social Sciences students at Esperanza National High School received a random assignment to form two groups within their actual classroom setting. Students in the experimental group listened to English stories translated into Filipino, while the control group received English stories without translation. The lottery method was employed as a practical means of random selection within each group. This method involves placing the names of 90 students into a lottery system, where names are drawn randomly to form the control and experimental groups. This approach minimizes selection bias and enhances the generalizability of the findings (Hansen, 2021). The research subjects from both groups took critical thinking tests before and after the study using five evaluation criteria: analysis, inference, evaluation, induction, and deduction. The study achieved high internal validity through its combination of random assignment with controlled classroom conditions, allowing researchers to precisely evaluate the intervention's effects on critical thinking performance. Educational research benefits greatly from authentic experimental designs because they help researchers identify causal relationships and reduce the impact of extraneous variables (Seçkin & Orcher, 2025).

2.2 Research Locale

The study was conducted in Esperanza National High School (ENHS), Mabolo Street, Brgy. Poblacion, Esperanza, Sultan Kudarat. Conducting the study at ENHS is justified for several compelling reasons. First, the school has a diverse student population, providing an excellent opportunity to assess the impact of storytelling in English with Filipino translation on critical thinking skills across various backgrounds and abilities. Research indicates that storytelling can enhance critical thinking skills by making learning more relatable and engaging, as it fosters emotional engagement and helps students connect with characters and narratives (Schuster, 2021). This diversity allows for a broader understanding of how different students respond to storytelling methods, as highlighted in studies that show storytelling's effectiveness in improving critical thinking skills across various demographics (Hsiu-Ling Chen & Yun-Chi Chuang, 2020). Second, there is a clear and pressing need to improve critical thinking skills among grade 11 students at ENHS, as evidenced by past performance data (Division of Sultan Kudarat, 2022). Lastly, no prior research has been conducted within the context of ENHS to investigate the proposed intervention, making this study a novel contribution to educational research. Osterrieder (2023) supports that localized studies yield insights more applicable to specific educational environments.

2.3 Research Participants

The respondents of this research were 90 Grade 11 students enrolled in the Humanities and Social Sciences at Esperanza National High School for the school year 2024–2025, of whom 45 were in the control group and 45 were in the experimental group. For the selection of the respondents, this research employed a stratified random

sampling technique that used the lottery method. Stratified random sampling is a good technique that enables researchers to guarantee representation from different subgroups of a population, an aspect of particular significance in educational research (Creswell & Creswell, 2017). The lottery system was used as an effective tool for achieving random selection in each stratum. This method calls for randomly selecting names from a lottery of population names to get the last sample. This method increases the generalizability of the research result and reduces selection bias (Hansen, 2021).

2.4 Research Instrument

The primary research instrument for this study was a set of instructional materials and a critical thinking skills test, both developed and validated to ensure quality and reliability. The instructional materials—specifically, the Storytelling in English with Filipino Translation modules were developed following the modified phases of the ADDIE Model (Seels & Glasgow, 1990, as cited in Sanchez & Abo, 2025). The development process included three phases: development, post-development, and quality testing. Seven stories from the 21st Century Literature and the World subject were translated into Filipino by the researcher, with assistance from a Filipino language expert and guidance from the research adviser. A panel of five language education experts reviewed and validated these materials using a standardized rubric that assessed content, organization, mechanics, and overall quality. The experts provided ratings and written feedback, which were used to revise and finalize the materials before classroom implementation. A researcher-made test questionnaire was constructed to measure students' critical thinking skills, initially consisting of 65 items aligned with five performance indicators: analysis, inference, evaluation, induction, and deduction. The test was pilot-tested, and item analysis was conducted to determine item quality and difficulty. After analysis, 60 items were retained for the final version of the test. The instrument's reliability was confirmed with a Cronbach's alpha value of 0.89, indicating high internal consistency.

2.5 Data Gathering Procedure

After validating the research instruments, the researcher obtained approval from the Dean of the Graduate School, the Division Superintendent of Sultan Kudarat, and the Principal of Esperanza National High School to conduct the study. Upon receiving all necessary permissions, the data-gathering process was carried out as follows: Both the control group (Storytelling in English without Filipino Translation) and the experimental group (Storytelling in English with Filipino Translation) were administered a pretest to establish baseline critical thinking scores and ensure group equivalence prior to the intervention. The intervention was implemented over six weeks, with both groups participating in regular classroom sessions. The control group used a module of Storytelling in English without Filipino Translation, while the experimental group utilized the developed Storytelling in English with Filipino Translation module. At the end of the intervention period, both groups completed a posttest using the same critical thinking skills instrument. This allowed for directly comparing pretest and posttest scores within and between groups. The collected pretest and posttest scores were compiled for statistical analysis. An independent samples t-test was used to compare the mean gain scores between the experimental and control groups, while paired t-tests were conducted within each group to assess changes over time.

2.6 Ethical Considerations

This study followed guidelines approved by the Dean of the Graduate School, the Schools Division Superintendent of Sultan Kudarat Division, and the Principal of Esperanza National High School, who granted formal permission to conduct the research. Since the participants were minors, parental consent and student assent were obtained before data collection, ensuring that participation was entirely voluntary and that students could withdraw at any time without consequence. To protect the privacy and confidentiality of all participants, personal identifiers were removed from the data, and access was restricted to the researcher only. The study was designed to minimize potential risk or discomfort to participants by ensuring that all activities occurred in a familiar classroom setting and that all materials used were age-appropriate and non-sensitive. After the study, participants were debriefed about the research purpose and outcomes. These steps ensured all participants' rights, dignity, and welfare throughout the research process.

3.0 Results and Discussion

3.1 Quality of the Developed Storytelling in English with Filipino Translation Module

The quality of the developed Storytelling in English with Filipino Translation Module was measured through its four indicators: content, organization, mechanics, and overall package (see Table 1). It yielded an overall mean of

4.83, which is very high. This finding indicates high satisfaction with the module as an educational tool. The module provides a mix of various components, which all contribute to a cohesive and engaging learning experience. The overall standard deviation was also recorded at 0.32, a very low degree of variability.

Table 1. *Quality of the Developed Storytelling in English with Filipino Translation Module*

Indicators	Mean	SD	Verbal Description
A. Content	4.90	0.19	Very High
B. Organization	4.70	0.51	Very High
C. Mechanics	4.90	0.18	Very High
D. Overall Package	4.80	0.41	Very High
Overall Mean	**4.83**	**0.32**	**Very High**

Note: *4.21 - 5.00 Very High*
3.41 - 4.20 High
2.61 - 3.40 Moderately High
1.81 - 2.60 Low
1.00 - 1.80 Very Low

The data indicates an overall mean rating of 4.83, corresponding to a Very High level. The diverse factors that compose the quality of the module consistently satisfy 91-100% of the quality needs, as indicated. This result translates to high satisfaction with the module as a learning tool. The module scored Very High Extent on all four measures: Content (4.90), Organization (4.70), Mechanics (4.90), and Overall Package (4.80). Such a broad-based success attests to the module's high quality in communicating important knowledge, well-designed organization, aesthetically elegant presentation, and intuitive feel. The 4.90 Content rating, indicating a very high level, is particularly noteworthy. According to Tan and Mante-Estacio (2021), High-quality, relevant, and culturally suitable Content significantly increases student engagement and comprehension. Therefore, the module's Content is appropriately aligned with the requirements and interests of its intended audience, increasing a greater sense of connection with the subject matter.

The organization of the module was rated Very High Extent (4.7). This indicates that the module is well-structured and easy to navigate, thus improving learning and comprehension. This assertion is echoed by Sapico (2023) and Tamrin (2023), who observe that an organized design enables students to navigate the Content easily, thus improving their comprehension and retention of the Content. The Very High Extent rating of 4.90 in Mechanics indicates the module's commitment to detail and presenting information professionally and clearly. According to Tan & Mante-Estacio (2021), proper mechanics are important in maintaining clarity and professionalism in learning materials to ensure the proper delivery of messages without confusion. Lastly, the Extremely High Extent score for the Overall Package (4.80) indicates that the module is an integrated and highly cohesive educational package. This confirms the module's effectiveness in merging diverse components into a seamless and interactive learning package for students. Orr & Bartle (2023) and Smith & Johnson (2020) state that a successful overall package means that learning resources are informative and interactive for students. Furthermore, the findings conform to Ambayon (2020), who states that the module helps to maximize the chances of student involvement in the classroom concerning accomplishing the given tasks on the spot.

3.2 Critical Thinking Skills

Control Group

The level of critical thinking skills of the control group was measured based on their pretest and posttest scores across performance indicators: analysis, inference, evaluation, induction, and Deduction (see Table 2). As shown, the assessment reveals that in the pretest, the control group exhibited "Moderate" critical thinking skills across all areas, with mean scores of 4.60 for Analysis, 5.75 for Inference, 2.09 for Evaluation, 5.67 for Induction, and 5.80 for Deduction. The control group post-test scored "Moderate" on all the tested indicators. They averaged 5.65 for Analysis, 5.91 for Inference, 3.63 for Evaluation, 6.72 for Induction, and 7.91 for Deduction. This indicates that, while they slightly shifted from the pretest, they were still at a moderate level. These results imply that the control group, which did not use English-Filipino-translated stories throughout the intervention, did not show notable improvement in their critical thinking. This supports research by Orakci et al. (2021), which found that most students lack critical thinking abilities. The fact that the control group's scores did not rise substantially indicates that conventional pedagogical practices may not be strong enough to stir critical thinking. Without systematic Evaluation and analytical training, students will not likely acquire higher-order cognitive skills to process complex information and make wise decisions, as Amnouychokanant (2023) theorized.

Table 2. *Level of Critical Thinking Skills of the Control Group*

	Mean Score	Interpretation
Control		
Pretest		
Analysis	4.60	Moderate
Inference	5.75	Moderate
Evaluation	2.09	Moderate
Induction	5.67	Moderate
Deduction	5.80	Moderate
Post-test		
Analysis	5.65	Moderate
Inference	5.91	Moderate
Evaluation	3.63	Moderate
Induction	6.72	Moderate
Deduction	7.91	Moderate

Experimental Group

The experimental group's level of critical thinking skills was measured based on their pretest and posttest scores across performance indicators: analysis, inference, evaluation, induction, and Deduction (see Table 3). The critical thinking skills of the experimental group are presented based on their pretest and posttest scores across performance indicators: Analysis, Inference, Evaluation, Induction, and Deduction. In the pretest, the experimental group exhibited "Moderate" critical thinking skills across all areas, with mean scores of 4.05 for Analysis, 6.11 for Inference, 2.66 for Evaluation, 5.86 for Induction, and 5.51 for Deduction. In the posttest, the experimental group showed significant improvement with "Moderate" ratings in Analysis (mean = 7.10) and "Strong" ratings in Inference (mean = 10.86), Evaluation (mean = 6.44), Induction (mean = 10.78), and Deduction (mean = 10.16). This significant score increase indicates that the experimental group had much to gain from the intervention through the English-Filipino-translated stories.

Table 3. *Level of Critical Thinking Skills of Experimental Group*

	Mean Score	Interpretation
Control		
Pretest		
Analysis	4.05	Moderate
Inference	6.11	Moderate
Evaluation	2.66	Moderate
Induction	5.86	Moderate
Deduction	5.51	Moderate
Post-test		
Analysis	7.10	Moderate
Inference	10.86	Strong
Evaluation	6.44	Strong
Induction	10.78	Strong
Deduction	10.16	Strong

The results show that using translated stories was the determining factor for the experimental group's critical thinking ability. This is also argued by Ontuganova and Japbarov (2020), who believed that logical and rational thinking is essential in understanding the meaning and significance of stories and thus emphasizing their pedagogical significance. The enhancement of Inference, Evaluation, Induction, and Deduction shows the effectiveness of explicit teaching interventions for developing higher-order thinking skills. Moreover, the results support Xu's (2024) study, which emphasizes the need to acquire critical thinking abilities to handle the difficulties of contemporary living.

3.3 Mean Scores of the Control Group in the Pretest and Posttest

The paired t-test results of the control group's mean scores in the pretest and posttest focus on their development of critical thinking skills (see Table 4). The result indicates a statistical difference between the posttest (Mean = 29.91, SD = 4.29) and pretest (Mean = 24.38, SD = 3.62) scores, evidenced by the value of 6.61 obtained for the t-computed and the p-value of 0.000. The 5.53 mean difference implies improved critical thinking capacity in the control group. This increase emphasizes the value of critical thinking as a mental process that allows people to analyze evidence, think objectively, and make rational judgments. Critical thinking skills are vital for success in

the 21st century because they improve understanding and allow students to make unbiased judgments (Kocak et al., 2021). The increase in the control group indicates that participation in tasks involving analysis, evaluation, and reasoning can improve skills even without further interventions. In addition, critical thinking is also described as an essential life skill that promotes intellectual development through the ability to critically examine and evaluate material (Aisyah Ainun & Bahri, 2022). This is in line with what was seen in the improvement of the control group's critical thinking skills to respond to questions on Philippine Literature, which presumably needed them to evaluate arguments and make logical conclusions.

Table 4. *Paired t-test Result of the Mean Scores of the Control Group in the Pretest and Posttest*

With translation	Mean Gain	SD	t-computed	p-value
Pretest	24.38	3.62		
Posttest	29.91	4.29	6.61	<.001
Mean Difference	**5.53**			

Significant at $\alpha = 0.05$

3.4 Mean Gain Scores of Control and Experimental Groups

The independent sample t-test result of the mean gain scores of the control and experimental groups highlights the effectiveness of storytelling in English with Filipino translation intervention (see Table 5). The findings indicate that the experimental group had a mean gain score of 21.61 (SD = 11.68), and the control group had a mean gain score of 5.53 (SD = 4.83). The difference between the two groups is statistically significant because the p-value is 0.000, and the t-value computed is 14.34. The mean difference of 16.08 further indicates the significant improvement in critical thinking ability in students in the experimental group.

Table 5. *The Independent Sample t-test Result of the Mean Gain Scores of the Control and Experimental Groups*

Groups	Mean Gain	SD	t-computed	p-value
Control	5.53	4.83		
Experimental	21.61	11.68	14.34	<.001
Mean Difference	**16.08**			

Significant at $\alpha = 0.05$

The findings of this research show that the use of storytelling in English with Filipino translation in teaching Philippine Literature significantly enhances students' critical thinking skills compared to traditional teaching practices. Critical thinking is essential for academic success because it allows one to evaluate the data and make well-informed judgments (Orakcı et al., 2021). The significant difference in mean gain scores between the two groups illustrates how successful translation is as a teaching method. This is evidenced by specific teaching approaches, such as storytelling with explanation, which can enhance critical thinking ability (Ontuganova & Japbarov, 2020).

4.0 Conclusion

This study found that storytelling in English with Filipino translation is more effective in developing critical thinking skills than storytelling in English without translation, as evidenced by the experimental group achieving "strong" proficiency across analysis, inference, evaluation, induction, and deduction, while the control group showed only moderate improvement. The results suggest that Filipino translation enhances critical thinking skills by bridging language barriers and leveraging culturally familiar contexts, enabling deeper analytical thinking. Educators may integrate bilingual storytelling modules, particularly in multilingual classrooms, ensuring content aligns with learners' cultural contexts to strengthen analytical skills. Future researchers may test this approach in other subjects, such as science or history, or with younger age groups to assess its broader educational impact and to address global critical thinking deficits identified in assessments like PISA.

5.0 Contributions of Authors

The principal author contributes to the study's writing and implementation. The co-author edits, supervises the data.

6.0 Funding

This research paper received no specific grant from any funding agency.

7.0 Conflict of Interests

The authors assert no conflicts of interest regarding the publication of this paper.

8.0 Acknowledgment

The researchers would like to express their sincere gratitude and appreciation to the following persons who gave and shared their precious time, encouragement, efforts, guidance, and motivation to make this study a reality. First and foremost, to the ALMIGHTY GOD who has blessed her with strength, presence of mind, knowledge, and wisdom, for without Him, this work would not have materialized. DR. SAMSON L. MOLAO, Sultan Kudarat State University President, for his support and leadership. DR. MILDRED F. ACAD, the Dean of the Graduate School, for her dedicated involvement and approval of the study. DR. JEEB T. ABELITO, the MAT English chairperson, her critic reader, and language editor, meticulously enhanced the contents and overall organization of the manuscript, as well as her invaluable assistance, suggestions, comments, and guidance. Her adviser, Dr. CRISTOBAL M. AMBAYON, thanks for the assistance, dedicated involvement, suggestions, understanding, guidance, and encouragement to make this study successful. Her member of the examining committee, MRS. MARJORIE P. LUMOGDANG, and MRS. EVA C. POLO, MAT, who provided substantive comments and guidance. DR. ERNIE C. CERADO, her statistician, always accepts to analyze and solve the research data. The respondents, grade 11 students of Esperanza National High School, for their participation and willingness to answer and provide the necessary information needed to accomplish the study, MR. PRINCIPE OLINO, the researcher's beloved husband, for the immeasurable love, care, moral and spiritual support that he never failed to give to the researcher and for always being on the side of the researcher in times of trials, problems, and difficulties she encountered. To them, the researchers sincerely dedicate this accomplishment.

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