

USING QUESTIONING MODEL TO INCREASE STUDENTS CRITICAL THINKING SKILLS THROUGH CONTEMPORARY MUSIC

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Abstract

Critical thinking skills are deemed important for learners at all educational levels. The study explored the effectiveness of questioning model on students' critical thinking skills. One group of 40 students was selected to participate in this study. Contemporary songs were introduced and taught to these students. To assist them in becoming critical thinkers, the questions set based on Bloom's questioning cognitive levels were employed to stimulate their responses. Pre- and post- tests as well as a designed rubric according to Bloom's Taxonomy were employed to assess critical thinking abilities in a domain-explicit manner. A questionnaire was also used to measure students' attitudes. Results of t-test analysis showed that the use of the questioning model played a great role in increasing critical thinking skill of the students. The finding from the questionnaire revealed students' positive attitudes and more motivation toward learning.

Key words: critical thinking, peer feedback, collaborative learning, group discussion, contemporary music, questioning model, EFL students