

The Effectiveness of Critical Thinking on Enhancing Productive Skills among Iranian EFL Pre-Intermediate Learners

Maryam Kaviani¹, Davood Mashhadi Heidar^{2*}

¹ Ph.D. Candidate, Department of English, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

² Assistant Professor, Department of English, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

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Abstract: In regard to recent revolution in the education domain, English Language Teaching (ELT) assigns a sociopolitical dimension to itself in the light of Critical Pedagogy. The present study, in line with the recent educational revolution, aimed to investigate the effectiveness of critical thinking on improving EFL learners' productive skills. The statistical population consisted of 164 pre-intermediate attendees of EFL in an English Language Institute in the city of Babol selected for taking an Oxford Placement Test (OPT). The participants were 80 Iranian pre-intermediate EFL students within 10-20-year range, enrolled in Shokouh English language institute in Babol, who were randomly divided into two experimental and two control groups of (N=20) for each group during summer 2018 through the non-probability sampling design. Then, IELTS pre-intermediate speaking and writing tests were taken as the pre-test to make sure that they have failed to have a previous knowledge of objective structures. Unlike the control group, the participants in the experimental group were told to apply critical thinking instructions in learning speaking and writing skills. After intervention, the same pretest was taken to the participants in both groups as the posttest to determine the result of gaining the medical aid. Independent and paired sample t-tests were run to answer the research questions. The results indicated that critical thinking is highly contributive in learning productive skills. The findings of this study can be applied in methodological issues.

Keywords: Critical Thinking, Productive Skills, EFL, Pre-intermediate Learners, ELT.

* Corresponding Author.

Authors' Email Address:

¹ Maryam Kaviani (mary.kaviani2010@gmail.com), ² Davood Mashhadi Heidar (davoodm_tarbiatmodares@yahoo.com),
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