

## **TEACHERS' METHODS TO FOSTER CRITICAL THINKING OF PRIMARY STUDENTS THROUGH EVALUATIVE READING**

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### **ABSTRACT**

Critical thinking is an essential skill that students, especially primary students, must acquire early. It helps the students to make sense of the world around them and to communicate their ideas. Primary students who learn English in their schools have been exposed to English text for their lessons. Abundant research has proven that reading activities, especially evaluative reading, can generate students' critical thinking with their teacher's guidance. Teachers have used different methods in evaluative reading and caused different impacts on students. This article analyses the most effective method in evaluative reading to foster critical thinking for primary students. The data are collected from existing journal articles, proceeding papers from conferences, books, and theses. By analyzing existing research findings and empirical evidence, this study examines teachers' different methods to foster critical thinking in primary students through evaluative reading. It describes the strengths, challenges, and opportunities after implementing various methods through evaluative reading. This study's findings give an overview related to the use of various methods of evaluative reading to foster critical thinking in primary students and practical insights for teachers in primary education.

*Keywords:* Critical Thinking, Evaluative Reading, Primary Students, Teachers

### **INTRODUCTION**

A human becomes a distinctive living thing on Earth since human is equipped with the ability to think. This skill is used to survive in the ever-evolving world by questioning and enquiring. The study conducted by Aktoprak & Hursen (2022) has explained that discussions and studies related to the skill of thinking have been started since ancient Greece. One of them is the

study about critical thinking, and it becomes the pivotal skill that UNESCO wants to achieve by the end of 2030 in its Sustainable Development Goal 4 (Encabo-Fernández et al., 2023). Different researchers have proposed various definitions related to critical thinking. This skill helps individuals solve problems and occurrences logically (Gotoh, 2016). In the educational context, Saleh (2019) defines critical thinking as all types of knowledge and engagement students need in the classroom through deep reflection and thinking. To support the importance of this skill, Florea & Hurjui (2015) believe that critical thinking is an active, coordinated, and sophisticated activity, similar to reading and writing, speaking and listening, that involves thought processes that begin with active information acquisition and finish with well-reasoned conclusions. It can be concluded that critical thinking is an essential skill that students need to acquire because it helps to make reasoning through reflective thinking.

There is no specific theory on when to start developing critical thinking. However, a previous study has shown that critical thinking competencies can be developed at a young age, especially in primary education, and anyone can think critically (Aktoprak & Hursen, 2022). Addressing the need to help students become critical thinkers at an early age is essential because most of them are digital natives exposed to not only text in books but also different forms of advertisements, slogans, films, or any information on the internet. This is proven by the research of Encabo-Fernández et al., (2023) that the concept of critical thinking is often associated with a process of individual appraisal of information acquired from outside sources, based on reflection and the knowledge held by the individual, making it a cognitively challenging multidisciplinary activity. To deal with such a problem, primary education students need to be exposed to learning activities that can generate their critical thinking with the guidance of their teachers. The previous research of Merma-Molina et al., (2022) emphasizes that critical thinking is not acquired "naturally or casually," there is a need to activate it, for example, by encouraging pupils to reflect on what they observe or believe they know to construct new knowledge, solve issues, and make appropriate decisions. It can be argued that critical is not an innate skill, but it must be nurtured through specific learning activities in the classroom.

In the 21st century, teachers must have pedagogical competencies to teach students so that students can gain enough requirements to meet their needs. As a result, teachers must have the ability to teach students so that they are able to think critically, solve issues effectively, perform creatively, and adapt to new conditions in a quickly changing world by formulating their prior knowledge (Cakir A, 2017). The teacher's role is not just to impart information but to inspire, guide, and empower students to become lifelong learners who can think critically, solve problems, create, and adapt in an ever-changing world. This capacity must be owned by all kinds of teachers, including primary teachers.

Bibliometric research conducted by Aktoprak & Hursen (2022) reveals that most of the empirical research related to critical thinking emerges from analyzing Mathematics and Science subjects for primary educational settings. It emphasizes the need for further research in English subjects to nurture primary students about this thinking skill. In their research, Ratanaruamkarn et

al., (2023) mention a strong necessity to integrate critical thinking into English language classrooms. It is in line with the 21st-century skill that requires all students to think critically. One of the prominent skills to nurture critical thinking is evaluative reading. The previous findings state that evaluative reading allows us to distinguish those invisible components of the text that offer the opportunity for a personal stance with thematic reflection questions (Encabo-Fernández et al., 2023). From this statement, it can be concluded that critical thinking can go hand in hand with the skill of evaluative reading. Primary teachers can directly foster critical thinking while increasing students' skill in reading, especially evaluative skills.

However, primary teachers must deal with primary students who are still young and start to build sufficient preparation in studying, but they are equally exposed to different kinds of information in their lives. In this case, pedagogical competence can help teachers comprehensively visualize the best possible methods, strategies, materials, and resources to be utilized for the learning situation (Siregar, 2020). To equip students with critical thinking, primary teachers must have in-depth knowledge of critical thinking and how to incorporate it into their lessons, especially in English. As mentioned in the previous statement, evaluative reading has become a strategic part of generating critical thinking. Therefore, Ratanaruamkarn et al., (2023) mention that the best methods for teaching evaluative reading are a crucial issue in English Language Teaching because this will determine the knowledge that learners receive and how they develop themselves to become better readers. Each method can have different impacts on students' development and affects teachers as well. Considering such background, it is important to give a better understanding of current methods that primary teachers can use to foster critical thinking through evaluative reading. To achieve that goal, this paper aims to find various methods that primary teachers use to foster the critical thinking of students through evaluative reading. To achieve the aim of the research, the following research questions were addressed:

1. What teaching methods do primary school teachers use to foster critical thinking of students through evaluative reading?
2. How effective are different teaching methods in fostering critical thinking of primary students through evaluative reading?
3. What are the challenges and opportunities for teachers to foster primary students' critical thinking through evaluative reading?

## **LITERATURE REVIEW**

### **1. English for Primary Education**

Early English education is essential. This can help students better prepare to study English in secondary education, such as junior high and senior high schools. Moreover, parents in different parts of the world realize that globalization requires a strong foundation of English for the upcoming years (Zein, 2017). It is supported by some facts that parents also send their kids to study in English elementary schools. They expect their children to be exposed to English frequently daily through English as the medium of instruction.

Introduction to English at an early age, like 10 to 12, can increase students' fluency in terms of communication (de Wolf et al., 2017). This concept works in an environment where English is a foreign language for students. When schools begin exposing students to English, they will learn to communicate and understand the English content well. Students' development becomes better when they also practice English outside their classrooms. Through this context, English is possible to be given to primary students, and it gives benefits to students directly.

## **2. Teaching Methods in the 21st Century**

Communication, collaboration, critical thinking, and creativity are 4Cs skills that teachers must integrate in their teaching process and include in their lesson plans (Sholikha et al., 2022). The teachers must be able to conduct the teaching process that can attract students' motivation to learn and open the room for interaction. Such teaching methods can be game-based methods, discussion, literary analysis through books, or demonstrations. In such activities, students must become active participants who can generate answers or solutions about topics discussed in the classroom.

However, Sumardi et al. (2020) research shows that primary teachers have not yet applied the features of 21st century skills in their teaching practice. Primary teachers frequently use teacher-centered instruction in the classroom. They also employ traditional teaching methods. This practice causes students to be less engaged with high-order thinking skills.

## **3. Critical Thinking**

In the field of education, critical thinking helps students interact with complicated thinking systems, make sound decisions, and overcome obstacles in the learning process (Kızıltoprak & Köse, 2017). This type of thinking is essential because it is also classified as a 21st-century skill that students must master from an early age. It enables students to communicate their thoughts and views about various topics. To foster this critical thinking, the teachers must have sufficient teaching methods.

Critical thinking intervention program in the classroom promotes a positive environment for learning (Bakhtiari Moghadam et al., 2021). Students are encouraged to be reflective, making decisions, inferences, and conclusions based on logic rather than emotion. As a result, they can plan to overcome the difficulties and barriers in their route to personal, interpersonal, and

educational advancement. Furthermore, students learn to accept different points of view logically and respectfully and actively work with their classmates despite their differing ideas and behaviors.

#### **4. Evaluative Reading**

Evaluative reading is one of the three reading comprehension skills that enable students to evaluate the text critically (Mineshima & Imai, 2019). This skill helps students reflect on their value system by recalling their previous knowledge. Through this reflection, students can decide on actions they must take and answers they must provide based on the given problem or questions in the text. Evaluative reading is a crucial skill for primary school students to develop as it empowers them to become critical thinkers, informed decision-makers, and lifelong learners.

Another definition of this reading comprehension skill is the ability of students to hold information supplied in the text in their working memory while simultaneously accessing information, knowledge, or experience from their long-term memory to analyze in evaluative reading (Basaraba et al., 2013). Students analyze what they have just read, increasing the demands placed on their thinking. Using the more fundamental levels of comprehension, evaluative contextual comprehension is thought to require more of the reader and hence shows higher-order knowledge of the material. Therefore, this skill is classified to be the highest level of comprehension in reading skills.

### **METHODOLOGY**

The present study is a literature review study. Journal articles, proceeding papers from conferences, books, and theses from the last ten years (2013 – 2023) have been investigated to understand the latest sources. All sources are taken from Scopus, Google Scholar, and ProQuest. The information from such resources helps identify different teaching methods used by primary teachers to foster critical thinking in primary students through evaluative reading, the effectiveness of teaching methods, and the challenges and opportunities of teaching methods.

### **FINDINGS AND DISCUSSIONS**

After analyzing different sources, there are several methods that primary teachers usually use to foster critical thinking in their students through evaluative reading. Each method has unique effectiveness to be offered. Every method also brings different challenges and opportunities to be explored.

#### **1. Flipped Classroom**

A flipped classroom reverses traditional in-class teaching and homework, introducing students to new learning materials through pre-recorded materials and focusing on active learning, interactive discussions, problem-solving, and practical application. In primary education, most students are digital natives, and they are familiar with the use of technology. Their capabilities to access various sources of learning with the help of technology are well-proven. Considering such factors, it is possible to utilize blended learning-based learning with the flipped classroom approach in primary education (Hidayah & Mustadi, 2021). Teachers can provide students with online resources such as short stories or information that introduce them to the core content before class. Afterward, teachers can utilize online quizzes, assignments, or discussion forums to check students' comprehension and understanding of the pre-class materials. This provides immediate feedback and helps teachers adapt their in-class activities to address misconceptions.

In their work Nugraheni et al., (2022), it is emphasized that flipped classrooms can have a positive impact on the development of critical thinking of students. In-class time allows students to apply their knowledge to real-world problems. They must think critically to identify solutions and decide based on the information they have learned independently. Flipped classrooms often include reflective components, where students are asked to analyze their learning process, assess their understanding, and identify areas where they need further support. This metacognitive aspect is essential for the development of critical thinking. Ultimately, it encourages students to become independent learners who can analyze information, ask questions, and make informed decisions—a set of skills essential for success in their academic pursuits and lives beyond the classroom. Primary students also show positive feelings after learning English through flipped classrooms, as they can develop self-management and self-study skills (Yang & Chen, 2020). The flipped classroom model enhances critical thinking skills and promotes positive emotional and psychological outcomes. It can instill a love for learning, boost confidence, and prepare students for future academic challenges. Educators must continue to nurture these self-management and self-study skills throughout a student's educational journey, as they are essential for lifelong learning and success.

In relation to evaluative reading, the previous finding shows that students' critical thinking can be nurtured through not only the teaching materials but also teaching skills in the flipped classroom (Song, 2021). Junior high school students gain better scores in reading comprehension after being taught the skill of evaluative reading. The analysis also gives insight into how students behave positively in the classroom when they are given critical questioning and have engaged in discussion with their friends.

In addition, classroom action research has been conducted to implement the flipped classroom method to foster the evaluative reading skills of college students. The research results show that the flipped classroom model can strengthen students' evaluative reading skills because students can find the relevant information related to the text outside the classroom autonomously (Atmanegara & Dianti, 2020). Another quasi-experimental research shows that flipped classrooms can generate an evaluative reading of students and their autonomy in the learning process

(Khonamri et al., 2020). This autonomy to find related materials as background knowledge in learning is essential since it helps students to study materials based on their willingness and learning habits. After having background knowledge about the text to be discussed, students have the self-confidence to join classroom discussions. To support active engagement with current technology, this research maximizes using digital technologies to help students improve their evaluative reading skills outside and inside the classroom. The analysis not only discusses the students' skills but also describes the positive attitude of students to participate during the learning process. The researcher observes how students behave during the learning process after being asked to utilize the digital platform to exercise their evaluative reading skills. At the end of the cycle in classroom action research, students show a good attitude because they become more responsible for submitting their work autonomously in an online learning platform.

Two previous research studies involved junior high school students and college students as their participants. Although the teaching method is not examined at the primary education level, the findings' positive result indicates potential development to conduct research for primary students. Exposing primary students to a method that has been trialed at the higher educational level gives better reflection and adaptation so that primary students can feel and experience the positive impact of the practice in the future. Besides, the primary teachers have the potential to mitigate the challenges and use better opportunities based on the analysis from previous research.

However, previous research finds it challenging for some students to actively participate in the discussion after reading the text because they tend to stay quiet during this reflection session (Kong, 2014). To overcome this problem, teachers can foster a safe and inclusive classroom atmosphere where students feel comfortable sharing their thoughts without fear of judgment. Teachers can also schedule one-on-one conferences with shy or hesitant students to discuss their thoughts and encourage them to share their ideas in a more private setting.

The flipped classroom method involving digital technology also shows challenges in students' concentration (Atmanegara & Dianti, 2020). Some students are disturbed by the use of ICT while completing their assignments. To mitigate this obstacle, primary teachers can set clear guidelines and expectations for technology use in the classroom. The teachers can also choose educational platforms that are designed for learning purposes. Many platforms have features that allow teachers to control or monitor student activities, reducing the likelihood of distractions. Although it is a flipped classroom with ICT, teachers must integrate traditional teaching methods and hands-on activities to provide a well-rounded learning experience, reducing the reliance on ICT tools for the entire lesson.

## **2. SQ5R method**

The acronym SQ5R stands for Survey, Question, Read, Recite, Reflect, Record, and Review. This method is used in some areas of Thailand, especially in evaluative reading classes for primary education. The previous thesis shows that SQ5R is a reading approach that could enable pupils to get different insights from what they read (Chooklinhorm & Ruamsuk, 2017). This approach helps readers engage with the text, understand its content, and critically evaluate the information.

Another research was done through classroom action research. In this research, the participants are Junior High School students from Indonesia. There are two groups: the first one gets the treatment with the SQ5R method, and the second group gets the traditional teaching method. The steps in this strategy are as follows: 1) survey: pay attention to titles, images, and terms in italics or bold; 2) question: pose written questions about the reading's content. 3) read: students must read the entire article to learn the proper answers to the questions they have posed. 4) recite: pupils repeat their questions' answers; 5) record: jot down the key elements from the reading and the answers to the questions posed; 6) reflect present examples, evaluate, and provide feedback, 7) review all of the answers to the previous step's questions, and double-check significant sections of the reading such as titles, illustrations, diagrams, and other information (Halim, 2023). To sum up the concept of SQ5R, students are encouraged to survey the text to get an overview of its structure and content. Teachers begin questioning students about the evidence supporting the authors' statements. Ultimately, teachers can help students find the text's weaknesses and strengths.

The study found that students got higher average scores after exposure to the SQ5R method. When students use this method in reading, they can enhance their reading skills by promoting critical thinking, comprehension, and information retention. Therefore, they can evaluate the content and answer the questions based on the information they retain in the previous reading activity.

However, some students who got the treatment with the SQ5R strategy could not pass the standard score because of low interest in reading activity (Halim, 2023). The findings of interviews suggested that most pupils considered reading was not a pleasant activity, revealing the poor interest of kids in reading. Learning with the SQ5R technique entails implementing strategic reading stages to absorb knowledge from reading; pupils who are uninterested in reading will most likely be unmotivated, bored, and even unenthusiastic throughout learning. Their lack of enthusiasm for reading influenced students' low mastery of concepts. Students at this level already had a pattern of reading habits acquired via prior learning experiences. Long-established patterns of reading habits cause students to struggle when confronted with the relatively new SQ5R reading approach. Some students may find the systematic and continuous grouping of the stages of the SQ5R reading method according to students' cognitive abilities to be an impediment.

To overcome this problem, the teachers can bridge the gap between the students' previous and SQ5R methods. Teachers can provide explicit connections between students' familiar reading strategies and the new ones they will be learning. This helps students see the continuity and value



of the SQ5R method. To avoid sudden changes in using new methods in the classroom, teachers can gradually introduce the SQ5R method. Instead of abruptly abandoning the previous method, teachers can incorporate elements of the previous method into the SQ5R method. This allows students to gradually adjust to the SQ5R method while utilizing familiar strategies. The primary teachers must remember that adapting to the SQ5R method is a process that may take time. Patience, flexibility, and ongoing communication with students are key components of successfully helping them adjust to a different approach to reading skills.

### **3. Socratic Seminars**

This method encourages students to have discussions in the classroom by answering questions given by other students and respecting other students' arguments. English teachers in primary education must provide text that is rich and open to interpretation, such as articles, poems, or short stories. After reading the text, teachers can help students set up seminars and assign students to become part of the discussion, such as timekeepers, note-takers, and moderators. The teacher can ask an open question to start the discussion or seminar (Cojocariu & Butnaru, 2014). This enables pupils to think critically, analyze numerous meanings, and articulate ideas clearly and confidently. After the students have investigated a subject and provided solutions, they will pose new questions based on their learning. The discussion should be structured and reflexive. As a result, students can submit their analysis of a literary work, music, painting, or art item.

Socratic seminar has been integrated with another method, such as reading aloud. Reading aloud provides an opportunity to introduce books that children may not choose to read but may expose them to useful material (Kirk, 2020). Reading aloud is a strategic way of exposing students to different types of text from an early age, especially when entering primary education. Some students are not fluent in reading, while others can read well. Another research shows that Socratic seminars can help grade 4 students achieve critical thinking after they analyze the text (Legath, 2023). Students sit in a circle and respectfully take turns discussing the text while the teacher keeps relatively silent and notates the students' exchanges and comments. As needed, the teacher may offer various questions to divert the conversation and other students. Probing inquiries or returning student emphasis to a text-based discussion is acceptable, but the debate should be student-led. Students go through their ideas and learn and make meaning from one another. The seminar concludes with a closing question to think about posed by the teacher.

Socratic seminar has been used as one of the teaching methods to foster evaluative reading in the classroom. Students have numerous opportunities in Socratic Seminar to explore their views, appreciate the thoughts of others, absorb knowledge, and engage in a deeper comprehension of issues (Fajaria, 2023). In a Socratic seminar, students are not passive listeners; they are expected to think critically about the text, ask questions, and share their insights with their peers. This active

engagement helps students to develop a deeper understanding of the material. To promote critical analysis of arguments, Socratic seminars provide a forum for students to analyze the arguments presented in the text. Students are encouraged to identify the author's main points, evaluate the evidence used to support those points, and consider alternative perspectives. This critical analysis helps students to develop their own informed opinions. Through the process of discussion and debate, students learn to consider multiple perspectives and evaluate information in a more nuanced way. This helps them to avoid simplistic or one-sided interpretations of the text.

To conduct a Socratic seminar as a teaching method, English teachers and primary teachers must be able to provide questions in the classroom. Six questions can be guidelines (Elder & Paul, 2013). They are:

a. Questions for clarification

These questions encourage students to think more deeply about what they are asking or thinking about, to prove the concepts underlying their argument, and to delve deeper.

b. Questions that probe purpose

The questions are designed to inquire about items where the purpose of what they say is unclear.

c. Questions that probe information, reasons, evidence, and causes

Questions That Probe Information, Reasons, Evidence, and Causes are used to examine, dig, and discover information, reasons, evidence, and causes of problems or topics under consideration. When students provide a basis for their ideas, investigate it rather than take it for granted.

d. Questions about viewpoints and perspectives

Viewpoints or Perspectives questions are used to learn how things are perceived or appraised and to consider things from a relative perspective and as a whole. The majority of arguments are presented from a specific point of view.

e. Questions that probe implications and consequences

Questions that probe implications and consequences are utilized to grasp the interferences or deductions and the final effect if the inferred action is taken. The logical ramifications of a student's argument can be predicted.

f. Questions about the question

Questions about the question are used to determine why the question was asked, who asked it, and why the issue or problem has to be solved (asks for more information about the question).

g. Questions that probe conceptual understandings

Questions that probe concepts elicit information on the key concepts, problems, or ideas under discussion.

h. Questions that probe inferences and interpretations

Questions that probe inferences and interpretations are intended to elicit more information and a deeper knowledge of the speakers' inferences, conclusions, opinions, and interpretations of the problem.

However, some teachers who use socratic seminars in the classroom do not have a good understanding of basic guidelines for giving socratic questioning. The current finding shows a gap between teachers' existing knowledge to provide high-level discussion and high-order thinking skills in Socratic seminars (Hassan Bait Ali Sulaiman, 2020). Another article mentions that student teachers in the English Department frequently used Questions that Probe Information, Reason, Evidence, and Cause in their classroom presentations (Napitupulu, 2020). It means that the student's ability to ask questions in an academic setting is still limited to getting information from the text, rather than having the capacity to view or judge things from different perspectives, and less of preparing themselves by reading the material before the class begins. As future teachers, they must increase their capability to address questions that can fulfill the requirements of Socratic questioning. Therefore, teachers must be exposed to comprehensive training programs and attend each other's workshops and discussion sessions to share and exchange related knowledge and methods that may be useful in developing their competence in effectively teaching critical thinking.

#### **4. CLIL (Content and Language Integrated Learning)**

It is a method of teaching a subject or content area, such as science, history, or mathematics, in a foreign or second language. CLIL primarily aims to enhance language proficiency and subject matter expertise concurrently. Therefore, CLIL helps students achieve communicative competence but also changes students to be more active in acquiring knowledge and skills through inquiry and active cognitive engagement (Caravaca, 2019). Students are encouraged to actively interact with the subject matter, which may involve discussions, hands-on experiments, problem-solving, and group activities. This active involvement leads to a deeper understanding of the content. To support the activity, the teachers must incorporate inquiry-based learning, where students ask questions, investigate topics, and seek answers. This approach encourages critical thinking, curiosity, and problem-solving skills. Students become more independent learners as they take ownership of their education. When classroom activities are conducted in CLIL, students face challenges in thinking critically and applying their cognitive abilities to understand and analyze complex concepts in a foreign language, especially English.

CLIL instruction is organized into three stages: input (content and culture), process (cognition), and output (communication) (Ratanaruamkarn et al., 2023). For example, teachers can choose academically challenging content relevant to the student's level and interests. In the cognition stage, teachers can teach reading strategies that promote critical thinking, such as summarizing, analyzing, and evaluating information. In the output stage, teachers can assign critical writing tasks, such as argumentative essays, research papers, or case studies. To strengthen

students' critical skills, teachers should create CLIL lesson plans that include critical thinking skills.

The previous reading shows that CLIL learners perform higher competencies in reading than those who do not receive treatment (Nieto Moreno de Diezmas, 2016). The participants are in 4th year of primary education. The students use CLIL to understand the content of the text from the target language. However, this development can only be achieved when students get longer exposure to CLIL. This fact suggests that CLIL must be introduced since primary education and continued at the secondary education level.

Another research involving primary students emphasizes that students who study in the environment of three different languages get benefits in reading scores after being exposed with the CLIL method, especially in English reading skills (Merino & Lasagabaster, 2018). CLIL is designed to promote language acquisition through content learning. If students are exposed to three different languages through this method, it suggests that their language proficiency, particularly in English, is positively influenced. This is crucial in a globalized world where English is often considered a *lingua franca*.

To incorporate the CLIL method with evaluative reading, research and development have been done in higher education. The findings show that the module containing teaching material related to evaluative reading has been created, and the content is valid and practical for English major students (Surdyanto & Kurniawan, 2020). Although the module is created for higher education, potential research can be conducted to develop suitable modules for teaching primary students. Content in the module can become examples for primary teachers to construct modules for their students' necessity in the learning process. Inviting different views to make certain modules will enrich the insight into primary education, especially English for primary students. Potential challenges can be mitigated, and potential opportunities from the previous finding can lead to a better module in the future.

The practice of teaching in primary schools is supported by both generalist and specialized teachers (Cruz, 2021). To promote the CLIL teaching model, the English proficiency of teachers must be good enough. However, generalist teachers need to increase their level of English proficiency. This ensures that students can learn correct pronunciation related to terms of the lesson given in English and better grammatical structure. To overcome this problem, those teachers must increase their proficiency to a certain level. They can also learn through peer teaching from their partner or specialized teachers at school.

In addition, CLIL-implemented lessons were characterized by one-way communication (teacher to students), with students rarely having the opportunity to engage. Evidence showed that questions were asked in 80% of the teacher-student encounters (Caravaca, 2019). Therefore, it is important to provide training for teachers so that they can give proper questions with high-order thinking skills. Training can allow teachers to get direct practice with experts and other teachers about generating questions that can trigger students' critical thinking.

## CONCLUSION

In light of the previous findings, there are four effective methods that primary teachers can use to foster critical thinking in primary students through evaluative reading. They are SQ5R, flipped classroom, Socratic seminar, and CLIL. After analyzing the context of primary education, The SQ5R method is the only method that has a direct correlation in the form of implementation in the classroom. This can give real examples for other primary teachers in different parts of the world to use this method as a significant way to foster critical thinking in their students. Although other methods are not directly related to primary education, they still become potential choices in the future, with specific opportunities and benefits to be offered for primary students and their teachers.

The challenges that emerge from each method give mitigation for primary teachers to predict and prepare what they can do so that the possible drawbacks will not disturb the students and the learning process in the classroom. Teachers, as facilitators of learning in the classroom, need to upgrade their competencies to use proper ways to nurture students' critical thinking, especially in English subjects. The government needs to invite experts in the education field to plan programs or workshops so that primary teachers can increase their capacity as the people that students listen to in the classroom.

This article is limited to reading in English, and primary education students must also activate their proficiency in other skills. In the future, further research can be conducted to analyze the development of critical thinking through other skills. It can give primary education teachers a better understanding of implementing specific techniques for different skills in the English language, such as listening, speaking, and writing.

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