

Original Article

# Correlates of Critical Thinking Skills of the Freshman Criminology Students in the University of Eastern Philippines

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**Abstract -**

*This study was undertaken to find out the correlates of the critical thinking skills of the freshman criminology students in the University of Eastern Philippines. Specifically, it identified the level of instruction-related factors in terms of teaching methodologies/strategies in English and instructional materials and classroom activities, determine the level of student-related factors, such as learning styles and media exposure, and verified the level of the student's English proficiency. The levels of the student's critical thinking skills were identified in terms of inferences, assumptions, and deductions, interpreting information, and analyzing arguments.*

*This study also ascertained if relationships existed between the level of critical thinking skills and instruction-related factors, and finally, the relationship between their critical thinking skills and English proficiency.*

*One hundred sixty-three freshman criminology students of this university were randomly chosen as respondents. Two class observations of six (6) selected teachers of the freshman criminology students were conducted.*

*This descriptive-correlational design study used frequency counts, weighted mean, percentages, multiple regression analysis, t-test for independent samples, and ranking in interpreting the data.*

*The findings revealed that the teachers highly used different teaching methodologies/strategies but very highly used memorization and motivation strategy. They were shown to have highly utilized photocopied materials while films/filmstrips were the least used activities; assigning projects was the most used, while mime was the least.*

*In the learning styles, auditory was the most preferred while the least preferred perception modality was tactile. On the other hand, the data revealed that the more preferred grouping preference was individual than group learning.*

*The student-respondents were highly exposed to the media, watching sports and Pinoy movies on television, then to reading novels/paperbacks. This exposure could be attributed to their poor English proficiency.*

*In the critical thinking test, the majority of the student-respondents were good at assumptions and deductions, fair at interpreting information and analyzing arguments; and poor at inferences.*

**Keywords -** *Critical thinking skills, Criminology students, Correlates, Teaching methodologies, Learning styles*

## 1. INTRODUCTION

Language skills are important tools in expressing the students' opinions and getting their ideas across to communicate effectively with other people. Good communication skills make them confident and enrich their abilities to achieve more. English language is the medium of communication in school and is widely used in the country. However, freshman students in the University of Eastern Philippines have a poor ability in speaking and performing the second language. Criminology students are not exempted from this dilemma.

As an English teacher, the researcher has personally experienced the unwillingness to participate of her criminology students. They are hesitant to speak in English probably because they are afraid to make mistakes, and they grope for English words to express their ideas. Most of those enrolled in an English class cannot answer thought-provoking questions, and their grammar is a double handicap. They cannot write sensibly, and they spell poorly.

Criminology students are the future Law enforcers. Ensuring the safety of the citizens is their primary goal. A variety of responsibilities are entailed to these brave souls, and one of the duties is to testify in court whereby one's expression of the English language is required. In other words, criminologists should possess good communication skills in order for them to express themselves clearly and effectively. What if they lack the facility of the English language? What will happen to the incident/accident report and many other reports that a police officer is required to accomplish?



The Philippine Public Safety College (PPSC), the educational training center for uniformed personnel such as the Philippine National Police (PNP), Bureau of Fire Protection (BFP), and Bureau of Jail Management and Penology (BJMP), has lamented over the deteriorating quality of education of criminology students in the country, more particularly their English proficiency. PPSC President Ruben Platon said criminology schools in the country had shown a low quality of education, with some not offering any human rights subject in their curriculum, a situation which he calls "dismal."

Nevertheless, the government is hard-pressed to train Criminology students and had implemented stringent measures to improve the quality of education for them to be competitive and effective in their field. In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 2004", the Criminal Justice of Education was established. The Commission on Higher Education issued Memo Order no.21, Series 2005, outlined the policies and standards for Criminology program from implementation in the academic year 2005-2006 CMO 21, provision engaging higher educational institutions to produce graduates with knowledge and skills to meet the challenge of globalization in the field of Criminology.

It has also been observed by some teachers that some freshman criminology students who are asked to share their thoughts and/or ideas on a certain topic would just say they do not have any idea. The worst is when they would just pretend they are reading their notes or lower their heads and say nothing.

The researcher believes that such a situation calls for urgent action. This substantiates the need to accomplish this study, the focus of which is to determine the correlates of critical thinking skills of the freshman criminology students in the University of Eastern Philippines. This will help the Department of Criminology a glimpse of the critical thinking skills of their students and look at the correlates that determine their critical thinking. Hence, this study.

## **II. OBJECTIVES OF THE STUDY**

This study tried to look into the correlates of critical thinking skills of the freshman criminology students in the University of Eastern Philippines. Specifically, it aimed at meeting the following objectives:

1. To determine the level of instruction-related factors of the student-respondents in terms of:

- 1.1 teaching methodologies/strategies in English;
- 1.2 instructional materials; and
- 1.3 classroom activities

2. To determine the level of student-related factors of the student-respondents in terms of:

- 2.1 learning styles; and
- 2.2 media exposure;

## **III. METHODOLOGY**

The Bachelor of Science Criminology program was approved by the University of Eastern Philippines (UEP) Board of Regents on November 2006, Resolution No.21 s. 2001. It was Dr. Pedro B. Destura's brainchild. The first batch of qualified students was admitted to this professional course by the second semester, the school year 2005-2006.

The BS Criminology started under the Department of Social Science. On April 13, 2006, Special Order 39, s. 2009 created the Department of Criminology under Atty. Mar P. De Asis. Prof. Leopoldo C. Cui was designated as the Department Chair.

In its modest seven (7) years of sailing, it carved its own name in the university as number 1 in total enrollment, the first Technical Education and Skills Development Authority-Commission on Higher Education (TESDA-CHED) accredited center for NC1 and NC2 (Security Services) in Northern Samar, with accredited firing range facility, modern fingerprint and questioned document equipment.

This study made use of the descriptive-correlational method of research in order to determine the level of critical thinking skills of the freshman criminology students in the University of Eastern Philippines as affected by variables. This descriptive research is a correlation study since it establishes the relationship between the level of critical thinking skills and the level of instruction-related factors of the student-respondents. Likewise, it looks into the relationship existing between the level of critical thinking skills and the level of student-related factors of the student-respondents. Similarly, this tried to analyze the relationship between the level of critical thinking skills and the level of English proficiency of the student-respondents.

Three sets of instruments were used in gathering the required and needed data.

This study included the independent and dependent variables. The independent variables were the instruction-related factors in terms of teaching methodology/strategy, instructional materials, classroom activities; student-related factors in terms of learning style preferences and media exposure; and English proficiency.

The dependent variable was critical thinking skills in terms of inferences, assumptions, and deductions, interpreting information, and analyzing arguments.

The overall population of freshman criminology students is two hundred seventy-six (276). If the population under study is too large to handle and will entail too much time, cost, and effort, taking samples is a very good alternative. It should be noted that if a small part of the population is considered, sampling error should be expected.

A total of one hundred sixty-three (163) student-respondents were determined using simple random sampling. These were freshman criminology students enrolled in the University of Eastern Philippines in the 2<sup>nd</sup> semester of the school year 2013-2014. The researcher utilized the fishbowl technique per section to give equal chances to all the freshman criminology students to be the respondents.

A simple random technique was used by which the researcher marked numbers 1 and 2 on the pieces of paper, and these were placed in a container. The students were randomly drawn from the container. The students who got the numbers were considered the respondents.

The respondents of this study were the five (5) sections of freshman criminology students of the University of Eastern Philippines enrolled in the second semester of the school year 2013-2014. The profile of freshman criminology students at the College of Arts and Communication in University of Eastern Philippines for the 2<sup>nd</sup> semester of the school year 2013-2014 showed they were aged 16-19, mostly males and came from public secondary schools with grade point average in high school from 75-89.

One hundred sixty-three student-respondents were determined using simple random sampling. The concerned students answered the survey questionnaire, English proficiency, and critical thinking tests in two (2) separate sessions.

This study employed three (3) sets of instruments: survey questionnaire, English proficiency test, and critical thinking test.

The survey questionnaire on teaching methodologies, instructional materials, classroom activities, and media exposure was constructed by the researcher and her adviser, while the students' learning style preferences section was adopted from Loverita's masteral thesis. The section on instruction was critiqued and polished by the panel of examiners before it was submitted for validation.

The English proficiency test was adopted from Mangada's dissertation. It consisted of a 100-item grammar test. The first part was composed of a 75-item multiple-choice test, and the second part consisted of a 25-item cloze test.

The 50-item critical thinking test is comprised of five (5) sections, namely, Inferences, Assumptions, Deductions, Interpreting Information, and Analyzing arguments. Each section is composed of 10 points.

The critical thinking test was constructed by her adviser. Only the directions and examples were taken from the practice critical thinking test produced by Copyscape, which she requested to use thru e-mail.

Class observations were conducted to qualify and cross-check the responses of the student-respondents.

Three kinds of data were analyzed, the survey questionnaire, English proficiency test, and critical thinking test. The data were scored and interpreted as follows:

### **Instruction-related Factors**

#### **Teaching Methodologies/Strategies**

The teaching methodologies comprise of twelve (12) items, and each item consists of scales from 1-5. The students' answers for each item were multiplied by their corresponding rating and divided by the total number of answers per item to arrive at the weighted mean score.

#### **Instructional Materials**

The instructional materials consist of eight (8) items, and each item consists scale from 1-5. Answers for each item were multiplied to their equivalent mark and divided by the overall number of answers per item to come up with the weighted mean scores.

#### **Classroom Activities**

The classroom activities consist of 21 items. The students were made to check the activities which their teachers used in the classroom. The number of checkmarks is equal to the number of points. The highest ranks among the 21 items mean that those were the activities used by the teachers as perceived by the students.

### **Student-related Factors**

#### **Learning Styles**

The Learning Style Preference questionnaire consists of randomly arranged sets of five statements on each of the preferences. The respondents were asked to mark an x in the appropriate column depending upon their choice. Preferences for visual are statement numbers 6, 10, 12, 24, and 29; preferences auditory are statement numbers 1, 7, 9, 17, and 20; preferences for tactile are statement numbers 11, 14, 16, 22, and 25; preferences for kinesthetic are statements number 2, 8, 15, 19, and 26; preferences for the group are statement numbers, 3, 4, 5, 21 and 23 and preferences for an individual are statement numbers 13, 18, 27, 28 and 30.

Answers in the survey questionnaire on Learning Style Preferences were given their corresponding scores.

The scores were added for each modality and divided by the number of items given under the particular modality to arrive at the weighted mean scores.

The highest mean among the six learning style preferences/learning styles means that it was the preferred modality of the respondents.

#### Media exposure

The media exposure consists of eleven (11) items, and each item consists of scales from 1-5. The students' answers for each item were multiplied by their corresponding rating and divided by the total number of answers per item to arrive at the weighted mean score.

#### English Proficiency

The English proficiency test scores were transmuted and interpreted using range; that is, getting the difference of the highest and lowest scores and dividing it by five to have five-group distribution. The English proficiency test has a total score of 100 points. Thus, the transmutation was classified as follows:

#### Critical Thinking

Similar to the above table, critical thinking test scores were transmuted and interpreted using range; that is, getting the difference of the highest and lowest scores and dividing it by five to have five-group distribution. The Critical thinking test has a 10-item point for each section.

#### Validation of Research Instruments

Since the English proficiency test used in this study was patterned after the validated research instruments of the other researchers, further validation was not anymore needed.

However, the researcher validated the critical thinking test and survey questionnaire at San Lorenzo Ruiz de Manila in Catarman. This school was used in pre-testing because it was not included in the actual testing of the respondents. Thirteen (13) freshman criminology students answered the test and the questionnaire.

By using the split-half method, the survey questionnaire was divided into 2 parts, x and y variables. The researcher made use of the regression analysis to establish the relationship between the first and second parts of the instrument. The result revealed that the F ratio of 1.580465 is greater than the Significant F of .234731. Thus, the research hypothesis was accepted. The further result revealed that the multiple R was .354441. It can be implied that the instrument is valid and reliable.

The same method and analysis were used in the CT test. The result revealed that the F ratio of 11.7850 is greater than the Significant F of 0.005594. Thus, the research hypothesis was accepted. The Multiple R was found to be .719186, which shows that the instrument was valid and reliable.

In the gathering of data for this research, the following procedures were done:

1. After the researcher's class observation, intact classes were used in administering the test to avoid changing the class schedule of the students. She used the fishbowl technique for each section of the freshman criminology students.
2. A simple random technique was used by which the researcher marked numbers 1 and 2 on the pieces of paper, and these were placed in a container. The students drew the piece of paper from the container. The thirty-three students for each section who got the number 1s were considered the respondents.
3. The schedule of classes of the respondents was arranged for (2) two sessions. Specific instructions were given to the respondents to avoid discrepancies in the data. Changing and guessing of answers were not encouraged by the researcher.
4. The first session was utilized in distributing the English Proficiency Test to the student-respondents, and they were given (40) forty minutes to answer it. Survey questionnaires were distributed after they answered the English proficiency test and were given (25) twenty-five minutes to complete it. The second session was utilized in answering the Critical thinking test; students were made to answer the Critical thinking test and were given (45) forty-five minutes.
5. After retrieving all the data, tallying and interpretation of the data gathered were made.

Frequency counts, percentages, and mean computations were used to analyze the data obtained.

To determine the classroom activities used by the teachers as perceived by the students, the ranking was used.

The item with the lowest mean of 3.4 and interpreted as "High" was "The teacher uses a variety of techniques such as lecture, group discussion, role-playing, and field trips." This confirms Pardo's study that teachers have to be more creative and industrious in using teaching methods applicable to the lesson.

Before the researcher administered the test, she observed six (6) teachers who were handling freshman criminology students. The purpose of the observation was to cross-check the students' answers in the survey questionnaire. For two sessions, she

observed their classes and all the six (6) teachers used the memorization strategy. Among the teachers, four (4) utilized the lecture method, and the only one used group discussion. The item "The teacher uses a variety of techniques such as lecture, group discussion, role-playing, and field trips" got the lowest mean probably because the teachers did not use these methods/strategies as often as the other techniques.

Furthermore, all teachers had well-organized lectures and gave projects to their students. Two (2) of them required their students to write library research. Five (5) of them gave individual projects that did not depend on others for completion, and only one required group project.

In addition, almost all six (6) teachers asked questions that elicit critical thinking and thoughtful responses and motivated their students to participate in class discussions.

However, only one made use of role-play technique. The rest of them gave emphasis on independent learning.

**instruction-related Factors**

Tables 1.1 to 1.3 present the level of instruction-related factors of the student-respondents in Teaching methodologies, Classroom activities, and Instructional materials.

**Teaching Methodologies/Strategies**

All twelve (12) items under teaching methodologies/strategies were evaluated consistently with a grand mean of 3.88 interpreted as "High." However, the items "lets his/her students memorize important concepts" and "motivates students to participate actively in class discussion" got the highest mean of 4.2 with an interpretation of "Very High." This indicates that although the teachers used innovative teaching methodologies, a majority still opted for memorization concepts as a strategy in teaching. It also indicates that the teachers still preferred the traditional teaching methodologies with emphasis on independent learning and teacher talk, which means that the learning environment initiated by the teachers did not provide adequate opportunities for intensive language use and communicative practice in the classroom. Similarly, the teachers engaged in activities that promote active participation among the students.

**IV. FINDINGS**

**Table 1.1 Level of Instruction-related Factors of the Student-respondents in Teaching Methodologies**

<b>Teaching methodology/ strategy</b>	<b>Always 5</b>	<b>Oftentimes 4</b>	<b>Sometimes 3</b>	<b>Seldom 2</b>	<b>Never 1</b>	<b>Mean</b>	<b>Interpretation</b>
Lets his/her students memorize important concepts.	69	66	22	4	2	4.2	Very High
Motivates the students to participate actively in-class discussion.	76	49	28	6	4	4.2	Very High
Assigns group reports.	59	66	32	5	1	4.1	High
Requires individual projects that do not depend on others for completion.	54	70	34	3	2	4.1	High
Presents well-organized lectures.	65	50	34	14	0	4	High
Asks a variety of questions to elicit critical thinking and thoughtful responses.	45	74	36	7	1	4	High
Assigns projects for which students must work out solutions & procedures.	62	69	11	5	0	3.9	High
Initiates creative and imaginative activities.	39	69	44	8	3	3.8	High
Sees to it that hands-on/on-job training is provided.	45	49	57	9	3	3.8	High

Makes use of individualized instruction by grouping students with similar activities.	43	51	44	20	5	3.7	High
Requires students to write a term paper.	48	46	46	12	11	3.7	High
Uses a variety of techniques such as lecture, group discussion, role-playing, and field trips.	19	57	68	13	6	3.4	High
<b>GRAND MEAN</b>						<b>3.88</b>	<b>High</b>

**Instructional Materials**

Table 1.2 shows that the student-respondents rated “High” level on their teachers’ use of instructional materials with a grand mean of 3.75. The highest item with a weighted mean of 4.2 was the statement a variety of instructional materials to help students fully understand and make the lessons attractive to them and that the teachers were resourceful in coming up with instructional materials to aid and reinforce student learning. However, the use of films/filmstrips still needs to be reinforced.

"Distributes hand-outs/photocopied materials to supplement teacher's lectures" and interpreted as "High" while the lowest mean of 3.2 was the item "Uses films/filmstrips to supplement lessons in the books." This indicates that the freshman criminology teachers used With regard to the researcher's observation, she observed a few instructional materials used by the teachers. One of the few was hand-outs or photocopied materials. Only one among the six (6) teachers distributed hand-outs. It indicates that instead of the usual copying of the lessons, the teachers provided hand-outs to maximize the time and do meaningful activities.

**Table 1.2 Level of Instruction-related Factors in Instructional Materials**

<b>Instructional Materials</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>Interpretation</b>
Distributes hand-outs/photocopied materials to supplement teacher’s lectures.	68	59	29	6	1	4.2	High
Uses PowerPoint presentation to visualize events and scenes	50	64	35	10	4	3.9	High
Uses realia or real objects to reinforce learning.	48	70	27	16	2	3.9	High
Uses resource units, study guides, and other	46	65	40	9	3	3.9	High
Makes use of journals/periodicals to check on the recent teaching strategies.	45	65	37	14	2	3.8	High
Uses a variety of textbooks as references.	34	60	54	10	5	3.7	High
Uses charts and pictures in teaching non-prose form.	20	75	48	13	7	3.5	High
Uses films/filmstrips to supplement lessons in the books.	30	41	46	25	21	3.2	Average
<b>GRAND MEAN</b>						<b>3.75</b>	<b>High</b>

**Classroom Activities**

The findings revealed that a majority of the student-respondents indicated that among the activities used by their teachers was giving “projects” with the highest rank of 1 while the lowest rank of 18 was “mime.” This indicates that the classroom activities initiated by the teachers of the freshman

criminology students leaned towards individualistic learning rather than group dynamics, which means that the teachers preferred traditional classroom activities to be communicative and interactive. This disconfirms Macareñas' study that the activities which usually used by the teachers are the paper and pencil method. Likewise, this weakens

Greenstein’s study that evaluation and assessment is the main activity used in the classroom. Based on the researcher's class observation, one of the most employed activities by the teachers was giving individual projects. Similarly, most of them encouraged independent learning, and only one utilized brainstorming and role-playing activities. This indicates that teachers handling freshman criminology students utilized varied classroom activities to capture the students' attention and motivate them to participate in class. It also provided students with opportunities to deepen their learning by applying concepts and expressing new knowledge.

**Table 1.3 Level of Instruction-related Factors in Classroom Activities**

Classroom Activities	Frequency	Rank
Projects	123	1
Calculations	115	2
Singing	96	3
Panel discussion	93	4
Independent/reflective learning	90	5
Brainstorming	88	6
Pair work	79	7
storytelling	76	8
role playing	74	9
Debates	64	10
photographs/pictures	59	11
mind maps	59	
board games	59	
journal keeping	53	12
diary keeping	47	13
Collage	42	14
creating codes	37	15
playing live music	33	16
field trips	26	17
Mime	21	18

**Student-Related Factors**

Tables 2.1 and 2.2 present the level of student-related factors of the student-respondents in learning styles and media exposure.

**Learning Styles**

Table 2.1 presents the learning style preferences of the respondents. The data reveal that in terms of the respondents' perception modality, auditory was the most preferred with a weighted mean of 657.4, while the least preferred perception modality was tactile with a weighted mean of 616.6.

On the other hand, the data reveals that the more preferred grouping preference was individual with a weighted mean of 641.2, which is considerably higher than the group with a weighted mean of 616.6.

It can be gleaned from the data that the respondents preferred listening to their teachers as the best way to learn. This means that the respondents were not inclined to psychomotor or visual learning like drawing, building objects, manipulating objects, watching demonstrations or film strips, reading or role-playing. On the other hand, the data also means that the respondents preferred to learn at their own individual pace than work in groups which means that the respondents were not inclined to work with their classmates. This further means that the respondents were introverted learners and that they preferred traditional learning to group dynamics. Thus, the individual preference supports the finding that that the respondents' most preferred perception modality was auditory since auditory or listening is essentially individualistic. Overall, the dominant learning style of the respondents can be described as individualistic and auditory. This confirms Cabosura's study that learning styles were identified but were varying in degrees.

**Table 2.1 Level of Student-related Factors in Learning Style Preferences/ Learning Styles**

LSP/ LS	Statement	5	4	3	2	1	Mean	Rank
AUDITORY	When the teacher tells me the instruction, I understand better.	52	84	18	7	2	657.4	1
	When someone tells me how to do something in class, I learn it better.	49	76	34	4	0		
	I remember things I have heard in class better than things I have read.	49	79	30	5	0		
	I learn better in class when the teacher gives a lecture.	55	67	32	8	1		
	I learn better in class when I listen to someone.	50	63	43	7	0		
KINESTHETIC	I prefer to learn by doing something in class.	44	85	27	4	3	644.4	2
	When I do things in class, I learn better.	56	60	43	2	2		
	I enjoy learning in class by doing an experiment.	50	58	54	0	1		
	I understand things better in class when I participate in role-playing.	28	80	44	8	3		
	I learn best in class when I can participate in related activities.	53	68	38	4	0		

INDIVIDUAL	When I study alone, I remember things better.	53	77	33	0	0	641.2	3
	When I work alone, I learn better.	55	45	55	7	1		
	In class, I learn better when I work alone.	41	70	45	5	2		
	I prefer working on projects by myself.	44	60	54	5	0		
	I prefer to work by myself.	46	62	48	6	1		
VISUAL	I learn better by reading what the teacher writes on the board.	47	82	26	8	0	639.4	4
	When I read instructions, I remember them better.	35	83	43	2	0		
	I understand better when I read instructions.	66	62	29	5	1		
	I learn better by reading than by listening to someone.	42	53	27	38	3		
	I learn more by reading a textbook than by listening to lectures.	46	66	46	5	0		
TACTILE	I learn more when I can make a model of something.	42	61	48	10	2	632.8	5
	I learn more when I make something for a class project.	51	70	39	2	1		
	I learn better when I make drawings as I study.	58	45	51	8	1		
	When I build something, I remember what I have learned better.	35	79	45	3	1		
	I enjoy making something for a class project.	35	61	62	4	1		
GROUP	I get more work done when I work with others.	41	64	49	9	0	616.6	6
	I learn more when I study with a group.	42	70	38	11	2		
	In class, I learn best when I study with others.	38	61	54	8	2		
	I enjoy working on an assignment with two or three classmates.	48	62	50	2	1		
	I prefer to study with others.	24	66	43	29	1		

**Media Exposure**

The findings reveal that the student-respondents got a "high" level of media exposure with a grand mean of 3.60. Watching sports on television and watching *Pinoy* movies were the highest items with a weighted mean of 4.0 and interpreted as a "high" level of media expos

re while reading novels/paperbacks was the lowest item with a weighted mean of 3.1 and interpreted as "average" level. This indicates that the students were more exposed to movies and sports than reading

novels/paperbacks. This indicates that the student-respondents preferred watching or listening to reading maybe because watching television can be more entertaining than reading books. This confirms Neuman and Koskinen's study that television segments can be used for the motivational presentation of concepts.

**Table 2.2 Level of Student-Related Factors of the Student-respondents in Media Exposure**

Media Exposure	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Mean	Interpretation
Watching <i>Pinoy</i> movies	68	46	37	6	6	4	High
Watching sports on television	69	42	38	9	5	4	High
Watching foreign movies	52	67	29	11	4	3.9	High
Reading textbooks	52	42	49	15	5	3.7	High
Watching game shows	34	69	30	13	17	3.6	High
Reading newspapers	28	47	53	33	2	3.4	High
Watching <i>teleserye</i>	37	40	44	35	7	3.4	High
Watching foreign news, ex. BBC and CNN	27	49	39	31	17	3.2	High
Reading journals/periodicals	25	43	50	28	17	3.2	Average
Reading novels/paperbacks	29	43	37	25	29	3.1	Average
<b>GRAND MEAN</b>						<b>3.60</b>	<b>High</b>



## V. CONCLUSION

The findings revealed that the teachers highly used different teaching methodologies/strategies but very highly used memorization and motivation strategy. They were shown to have highly utilized photocopied materials while films/filmstrips were the least used activities; assigning projects was the most used, while mime was the least.

In the learning styles, auditory was the most preferred while the least preferred perception modality was tactile. On the other hand, the data reveals that the more preferred grouping preference was individual than group learning.

The student-respondents were highly exposed to the media, watching sports and *Pinoy* movies on television, then to reading novels/paperbacks. This exposure could be attributed to their poor English proficiency.

In the critical thinking test, the majority of the student-respondents were good at assumptions and deductions, fair at interpreting information and analyzing arguments; and poor at inferences.

## VI. RECOMMENDATIONS

In the light of the findings and conclusions, the following recommendations are hereby presented:

1. Since the teaching methodologies used by the teachers are dominantly lecture-discussion and student memorization, it is recommended that they employ interactive and or communicative teaching approaches in the classroom so that the communicative competence of the students is enhanced.

2. Since it was found out that the teachers highly utilized instructional materials aside from film or filmstrips, it is recommended that the teachers also use video clips or films to concretize the lessons in the books.

3. The students should be encouraged to watch investigative television programs like *CSI Miami* and *CI New York* to enhance their critical thinking since media exposure, especially on visual media, has bearings on critical thinking.

4. Since very good English proficiency is assumed to positively reinforce critical thinking, it is recommended that the Department of Languages and Communication, with the help of the Director for Instruction, initiate enhancement seminars and workshops for English instructors to upgrade and further enrich their teaching competence en route to enhancing the English proficiency of the students with the end goal of developing their critical thinking ability.

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