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repetition of "Two roads diverged" in the first stanza as well as the last one is a clear reminder of the chances we get to decide and make choices. The last stanza the poet looks back on what happened when he was forced to make a choice, but no one knows where the other road could have led.

It is imperative to note that our paths as human beings unfold themselves as we travel in the road of life. We can only realize our destination when we arrive even though all along, we did not drive towards it with an assured mind, and with the purpose that we might reclaim to be our own. The close analysis of the poem indicates that it is not for the courage of an individual that we make choices but through the experience of our self-encounters and self-division. Through the use of lexical choices, it was observed that every decision determine what we will go through for the rest of our lives.

The poem is all about the selection or the choices of the road Frost had to take for his life. The poet is at a junction whereby the road has diverged into two. The sections of deciding become serious when he finds it difficult to decide or choosing between the two roads to take for his future. Through the stylistic devices, Frost easily and clearly describes the point of view. The devices give the deepest meaning to the dilemma facing him. The stylistic analysis done in this context helped to unravel hidden meaning from the poem.

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The Effectiveness of Critical Thinking on Students in Classroom

Amy Thet[*]

Abstract

This paper aims at the students promoting students active learning and critical thinking. The author would like to change the ideas learning all the ready-made notes to be active learning in the classroom. The students have to emphasize three main themes such as evocation (E), realization (R1) and reflection (R2). Active learning develops the habits of life-long learning, leads to tolerant and inter-dependent social behavior. Most teachers want the students not only to know the core concepts that have come down through disciplines, but also to be able to practice the systematic and informed habits of thought that create those insights and that will lead our students to create more knowledge, and solutions to problems, even problems their teachers cannot foresee.

Keywords: active learning, critical thinking, problem solving skills

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Introduction

The modern university is squeezed between its traditional mission of providing detached and scholarly reflection on the world, and its obligation to prepare young people to navigate their way through a future whose dangers may be its most discernible features. The imperative for reforming teaching is felt at all levels. While good teaching without good scholarship may be an empty exercise, sharing scholarship without empowering students to think productively within the disciplines falls short of what is needed to prepare the next generation to face new challenges.

Reading and Writing for Critical Thinking is a teacher training project that has helped teachers to teach in new ways in classroom at all levels, from primary school through secondary school to the university. Much of the impetus for the project and many of its methods came from movements to reform university level teaching. Students learn lessons by heart without critical thinking about what they have studied. They may not able to apply their knowledge in real situations and cannot study their learning independently. Although literary texts are really suitable for enchanting students' critical thinking skills, they learn by heart the ready-made notes given by the teachers.

1. What is Critical Thinking?

Critical Thinking is an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, evaluating, observing or communication as a guide to belief and action. It also requires ability to recognize problems, to find workable means for meeting those problems, to gather and to recognize unstated assumptions and values to comprehend and use language with accuracy and clarity. Critical thinking is the examination and test of propositions of any kind which are offered for acceptance in order to find out whether they correspond to reality or not. The critical faculty is a product of education and training; it is a mental habit and power. It is a prime condition of human welfare that people should be trained in it.

2. The importance and benefits of Critical Thinking Skills

Critical Thinking is the ability to analyze the way you think and present evidence for your ideas. It teaches a variety of skill that can be applied to any situation in life that calls for reflection, analysis and planning.

3. Bloom's revised taxonomy

It was developed by educational theorist Benjamin Bloom and his group in the 1950s. It identifies three domain of learning: cognitive (knowledge), affective (attitudes), and psychomotor (skills).

Learning Domain	Definition
Cognitive	Learning related to knowledge (i.e., from simple recognition and memory to complex problem solving and evaluation)
Affective	Learning related to attitudes feelings & emotions
Psychomotor	Learning related to actions and motor skills (i.e., from simple actions to complex choreography)

Bloom's revised taxonomy

Original Taxonomy (1956)   **Revised Taxonomy (2010)**

Evaluation	Evaluating
Synthesis	Creating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

Noun Form--------------------------------Verb Form

Figure-2, Changes in Bloom's Taxonomy of Educational Objectives

Bloom's revised taxonomy
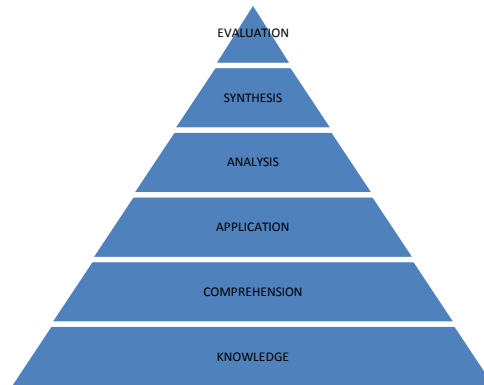
4. Strategies for the Evocation Phase

Strategies for the evocation phase introduce the topic of discussion and help students raise questions about it. Activities in the phase flow from the consistent finding of research on learning that we learn best when we are reminded to call to mind what we already know about a topic, when we raise questions about the topic and when we set our purposes for learning.

4.1: Advanced Organizer

An advanced organizer is a brief talk or lecture, preferably illustrates with pictures or graphics in which the teacher provides an overview of the topic, introduces key terms, and makes it clear what the class will be learning that class period. The purpose of an advance organizer is to guide students to summon up their prior knowledge about a topic and be ready to add and rearrange that prior knowledge.

4.2: Think/pair/share

Focusing questions are more effective when a mechanism has been provided for all students to consider and answer them. **Think/pair/share** is a cooperating learning activity in which the teacher puts an opened-ended question to the class, by writing it on the chalkboard. Students are given two minutes to respond to the question individually. Next, the students turn to a classmate and share answers. Finally, the teacher calls on two or three pairs to share their answers. In a **Think/pair/share** activity, every student even in a class of 100 or more students is motivated to think about the material and to discuss it with someone else.

4.3: Paired Brainstorming

Where factual information will be shared, students can be asked to make personal list of the facts they know or think about the topic of the day's class. After two minutes, they turn to a classmate and combine their lists.

4.4: Clusters

Clusters are graphic organizers that help students see relationship between ideas. The teacher can begin the class by writing the topic in a circle in the middle of the display and then list as a satellites the main sub-topics of the topics. This will give purposes of their inquiry during the upcoming lessons. An example of a cluster is given here.
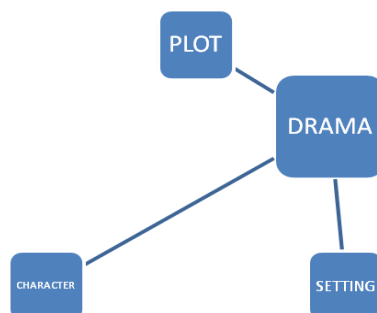
4.5: Free write

As an alternative to brainstorming, individual students may be asked to "free writing" for a fixed amount of time everything that comes to mind the topic (Elbow, 1991).

5. Strategies for the Realization of Meaning Phase

As the term implies, the students do not passively receive content but rather work to construct it, or understand it as answers to their questions or as the fulfillment of their purpose for learning.

5.1: Reciprocal teaching

Reciprocal Teaching gives two principles of learning. Firstly, we normally learn most about a topic when we are teaching it and second, that the component skills of understanding are best learned overtly before they are practiced covertly. Reciprocal teaching is also a cooperative learning activity to practice key aspect of understanding: getting the gist of the material, finding important ideas and understanding the structure of the text.

5.2: Know/Want to Know/Learn

Know/Want to Know/Learn is a strategy in which students are asked first to brainstorm what they know about the topic. They search their information and ask questions about what they want to know about the topic. And then, the students are asked to list what they learned about the topic. For example;

What do we know?	What do we want to know?	What did we learn?
Bats can see at night	How do they do this?	Bats use a sort of SONAR system to navigate.

5.3: Paired reading/paired summarizing

Here students pair up and read a text together. Taking turns, after one student reads a section silently or aloud, she summarizes what has just been said. Then the roles are reversed when the next section is read.

5.4: Jigsaw Reading

It is probably best to assign the whole reading to all of the students. Study questions about the material can be prepared and shared with all of the students. The students will turn to their home groups, and teach their part of the material to their peers.

6. Strategies for the Reflection Phase

We don't really know something until we have rearranged our way of thinking about the world to take the new knowledge into account and reflect the ideas and compare to our old way of thinking, apply them, and debate them.

6.1: Share Inquiry

The teacher carefully constructs four or five interpretive questions with which to open the discussion. The students are asked to share their ideas and the instructor guides them to clarify their thoughts, to build on each other's ideas and debate each other but he or she doesn't venture an answer himself or herself. After students have experienced discussions with the shared inquiry technique, they will enjoy raising their own questions for discussions.

6.2: An introduction to Cooperative Learning

Cooperative Learning evokes much participation from students. They tend to exercise higher order thinking, improve motivation for learning and have social benefits. It is worthwhile to teach the skills of cooperative learning.

6.3: Ten Minutes essay

The teacher invites students to take ten minutes at the end of a discussion and write down everything they are thinking about the topic in question.

Findings and Discussion

Nowadays, most of the students learn by heart all the ready-made notes given by the teacher. By using critical thinking in the classroom, the students can evoke their ideas, thoughts in their mind and share their knowledge with each other. The class will be more

active, attractive and interesting learning through critical thinking. They can cooperate the groups and get lots of ideas and knowledge. Finally, they can create the questions and ask each other for the topic. I think that, the students will attend the class regularly and study their lessons easily. They will not study by heart the lessons through critical thinking skills.

Conclusion

In this paper, students are helped to develop a sense of efficacy when they are invited to participate in structuring the classroom and devising solutions the problems. It is to promote integrity between knowledge, beliefs, and behaviour in the classroom. They demonstrate that interesting acts of inquiry and skill development can focus on the things around us. Both the teachers and the students are effective process of learning and making meaning.

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Making Education Accessible: an investigation of an integrated English teaching-learning system in first year online class at Yangon University of Distance Education

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Abstract

This study aims to investigate teaching-learning system through online education currently delivered by Yangon University of Distance Education. The online education system has started in Myanmar since 2012, but this area receives little attention in research. This study mainly investigates Myanmar undergraduate students' online English learning experiences and online learner-learner interaction in online lessons, delivered by University of Distance Education, Yangon. The main objective is to investigate students' satisfaction on English language learning through the interaction between teachers and students via online and face-to-face classrooms. This online English language learning mainly consists of English lessons, exercises, tutorials, tests and face-to-face sections. The sample groups are 20 undergraduate Law specialization students who are studying English language for communicative skills. The data were collected by means of questionnaire survey in online teacher-learner interaction and affection in online learning. The results showed the benefits in the field of online language learning by reviewing teacher-student interaction in online course at Yangon University of Distance Education.

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