

**TEACHERS' PERCEPTIONS TOWARDS THE USE OF
STRATEGIES FOR DEVELOPING STUDENTS'
CRITICAL THINKING ABILITIES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Surya Dev Sah**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2017

**TEACHERS' PERCEPTIONS TOWARDS THE USE OF
STRATEGIES FOR DEVELOPING STUDENTS'
CRITICAL THINKING ABILITIES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Surya Dev Sah**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2017

T.U.Regd.:9- 2- 229- 153- 2008

M. Ed. 4th Semester Examination

Roll No: 280278/ 071

Date of Approval of the

Thesis Proposal:2017/04/06

Date of Submission: 2017/07/13

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

Signature

Dr. Ram Ekwal Singh

.....

Reader and Head

(Chairperson)

Department of English Education

TU, Kirtipur

Mr. Laxmi Prasad Ojha

.....

Teaching Assistant

(Member)

Department of English Education

T.U. Kirtipur

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

(Member)

Department of English Education

TU, Kirtipur

Date: 06-04-2017

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwel Singh

.....

Reader and Head

Chairperson

Department of English Education

University Campus

T. U, Kirtipur

Dr. Gopal Prasad Pandey

.....

Reader

Expert

MahendraRatna Campus

Tahachal, Kathmandu

Mr. Guru Prasad Poudel(Supervisor)

.....

Teaching Assistant

Member

Department of English Education

TU, Kirtipur

Date: 26-07-2017

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2017/07/13

Surya DevSah

DEDICATION

Dedicated

To

My Parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and hearty gratitude to my respected guru and thesis supervisor **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, T. U. Kirtipur, for his invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

I am thankful to **Dr. Ram Ekwel Singh**, Reader and Head of the Department of English Education for providing me the suggestions and encouragement to complete this study.

Similarly, I am really thankful to **Mr. Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education, T. U. Kirtipur, for his suggestions, encouragement and cooperation at my proposal viva.

In the same way I am really thankful to **Dr. Gopal Prasad Pandey**, Reader from MahendraRatna Campus, Tahachal, Kathmandu. His valuable suggestions make me bring more clear and better ideas in my study. His words and suggestions from the final thesis viva, are very valuable to me.

I would also like to extend my gratitude to my respected teachers' **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. L.B. Maharjan** and all teachers of the Department of English Education for their regular cooperation during this work.

I will not miss the opportunity to thank all the secondary level English language teachers of the selected schools of Janakpur area for providing me with their valuable information to complete this research work.

Last but not least, I would like to remember my inspiring and encouraging friends **Mr. Chandra Dev Shah, Miss Jyoti Ghimre and Miss Kiran Shah** for their direct or indirect help in completing this research.

Surya Dev Sah

ABSTRACT

This research work entitled **Teachers' Perceptions towards the Use of Strategies for Developing Students' Critical Thinking Abilities** was carried out to find out the strategies used by the teachers for developing critical thinking abilities of the students and their perceptions on the role of critical thinking strategies in language learning. The primary data for the study was collected from the thirty secondary level English teachers from Janakpur area. The sample was selected by using non – random purposive sampling strategy. The data was obtained from the respondents through the use of questionnaire. The collected data from the questionnaire were analyzed and interpreted by using simple statistical tools and descriptive techniques. The results of the study showed that majority of the teachers used Pair-Reading and Pair-Summarizing, Know/Want to know/ Learn, Direct Reading Activity, Think-Pair-Share, Semantic Map, Cooperative Learning, Value Line and Critical Thinking Mindset strategies in their classrooms. Almost all of the teachers believed that Critical thinking is playing very important role in English language learning. It is boosting the students thinking and make the able to understand the things more broadly.

This thesis comprises of five chapters. Chapter one deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, chapter two deals with the review of related literature and conceptual framework. It includes review of the related theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework. Chapter three consists of design and method of the study, population, sample and sampling strategy, data collection tools and techniques, sources of data, data collection procedures, data analysis procedures and ethical considerations. Chapter four consists of the analysis and interpretation of the data. Finally, chapter five deals with the major findings of the study, conclusion and recommendations on the basis of the analysis and interpretation of the collected data.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	6
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Term	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-29
2.1 Review of Related Theoretical Literature	8
2.1.1 Critical Thinking	8
2.1.2 Critical Thinking Phases	10
2.1.3 Activities for Developing Critical thinking	11
2.1.4 Stages of Critical Thinking Activities	14
2.1.5 The role of Critical Thinking	16
2.1.6 Critical thinking strategies	18
2.1.7 Benefits of Critical Thinking	23

2.2 Review of Empirical Literature	25
2.3 Implications of the Review for the study	27
2.4 Conceptual Framework	29
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	30-34
3.1 Design and Method of the Study	30
3.2 Population, Sample and Sampling Strategy	32
3.3 Data Collection Tools and Techniques	33
3.4 Sources of Data	33
3.5 Data Collection Procedures	33
3.6 Data Analysis Procedures	34
3.7 Ethical Considerations	34
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA	35-56
4.1 Analysis of data and Interpretation of Result	35
4.1.1 Perceptions towards Critical Thinking	36
4.1.2 Strategies Used in Critical Thinking	42
4.1.3 Perceptions on Critical Thinking Activities	52
4.1.4 Role of Critical Thinking in ELT Classes	55
CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	57-61
5.1 Findings	57
5.2 Conclusion	58
5.3 Recommendations	59
5.3.1 Policy Related	60
5.3.2 Practice Related	60
5.3.3 Further Research Related	61
REFERENCES	
APPENDICES	

LIST OF TABLES

Tables	Page No.
Table 1 Need of Developing Critical Thinking	36
Table 2 Need of Different Strategies to Develop Critical Thinking	37
Table 3 Critical Thinking Activities to Understand the Context of Teaching	38
Table 4 Use of K-W-L (know/want to know/learn) Strategy	43
Table 5 Use of DRA (direct reading activity) Strategy	43
Table 6 Use of T/P/S (think-pair-share) Strategy	44
Table 7 Pair-Reading and Pair-Summarizing (PR-PS)	45
Table 8 Use of Structure Overview Strategy	45
Table 9 Use of mix/freeze/pair Strategy	46
Table 10 Use of What? /So what? / Now what? Strategy	47
Table 11 Use of Semantic Map Strategy	48
Table 12 Use of Prediction from Terms Strategy	48
Table 13 Use of Pens in the Middle Strategy	49
Table 14 Use of Cooperative Learning Strategy	50
Table 15 Use of Close Reading with Text Coding Strategy	51
Table 16 Use of Value Line Strategy	51
Table 17 Critical Thinking Mindset	52
Table 18 Reading Between the Lines	53
Table 19 Identifying Main Arguments and Supporting Evidence	54
Table 20 Use of Opinion and Reason Generator activity	54

LIST OF SYMBOLS, ABBREVIATION AND ACRONYMS

Dr.	:	Doctor
DRA	:	Direct Reading Activity
EFL	:	English as a foreign language
ELT	:	English language teaching
ESL	:	English as a second language
ibid	:	ibeden (That has just mentioned)
K-W-L	:	know/want to know/learn
M. Ed.	:	Master of Education
P/PP	:	page / pages
PR-PS	:	Pair-Reading and Pair-Summarizing
Regd.	:	Registration
S.N	:	Serial Number
T/P/S	:	Think-Pair-Share
TU	:	Tribhuvan University
Vol.	:	Volume